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A STUDY OF THE INFLUENCE OF LEADERSHIP IN GROUP WORK SOCIAL AGENCIES IN THE REHABILITATION OF PROBLEM BOYS

A Thesis

submitted by

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FOREWORD

For many years it had been my belief that delinquencies of youth culminating in willful dissocial behavior having found root could be retarded and turned into desirable creative channels if an adequate controlled leadership could be inaugurated in the areas where the delinquent problem seems most pressing. After much thought and continued observations my opinion has changed somewhat. In facing the facts realistically I am forced to take into account many more factors than hitherto recognized. First, the limitations of youth and the external conditioning forces such as economic insecurity, familial discord, lack of parental control and general inability of many parents to train their children properly. Experience itself has proved that a boy given the best possible guidance in the home and various clubs he attends, will suddenly without warning retrogress in some indefinable manner. Such cases are, indeed, disheartening to leaders who are vitally interested in the rehabilitation of those who cannot arise by their own resources.

From the outset let me make doubly clear. This study is begun with the objective of determining some of the influences of leaders on problem boys. I recognize and appreciate the fact that leadership so called as exists wherever boys congregate to work and play in a controlled manner, is an intangible and elusive quality. Attempts to isolate and measure its influence is a difficult task. Furthermore, I believe that where cases can be isolated the results obtained cannot be catalogued and the formula used in an entirely different locale with the same degree of success.

Finally, to make the objective unmistakably clear and comprehensible to the reader, the following observations imply no pretense of a final analysis; the research can only serve to show the values of qualified leadership and perhaps foster a greater interest in its efficacy.

That this research might move with reality and carry the essence of a scientific spirit, I shall proceed under the following plan. Ten settlement houses in Boston, prominent for the success they have achieved, will be canvassed and case histories of problem boys will be secured from the Boy's Workers. It is not my plan to secure records only of boys who have made complete transformations for such a research would have little value. An attempt will be made to secure a cross-section of delinquency problems and their respective treatment for the purpose of studying objectively the techniques employed by the Boys Workers in the socializing process.

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PART I

CONTROLLED LEADERSHIP

INTRODUCTORY STATEMENT

Homer Rainey, Director of the American Youth Commission that recently completed a study of youth's problems and its needs in the State of Maryland, has made some startling discoveries which probably is more or less typical of all the states. He asserts that the studies reflect the need for community planning for youth. There are hundreds of agencies, he says, but no well integrated program for the handling of community problems. The studies revealed wide gaps in our services to youth. Community disorganization constitutes a major difficulty in planning a program to meet the needs of youth. Each agency works with little or no regard for the other, with the result that the treatment of social problems is undertaken by institutions or agencies acting in their individual capacities rather than from a united approach.

He continues to say that we need a comprehensive program which must first of all develop a sociological approach to the problems and find a way of focusing all the efforts which society can make upon the individual youth and his needs. An essential step in the care and education of youth is for each community which has its own distinctive pattern to make its own inquiry to ascertain what are the present needs and wants of its young people. Continuous investigation should be carried on to seek out the class of youth who are either overlooked or wilfully excluded from the

services of existing agencies.[1]

Not only is it necessary for society to assume this larger responsibility but it is in the interest of society to make the most of every useful gift or faculty which any member may possess. To make the most of any individual's peculiar power, it is important to discover it early, and then train it continuously and well. "It is wonderful how apparently small personal gifts may become the means of conspicuous service or achievement, if only they get discovered, trained and applied".[2]

Is qualified leadership, then, the answer to such a prayer? Society sensing the need of a socializing process and providing the facilities for the rebuilding of youth can do so only in the ratio of its leaders to youth.

Now where shall the process begin? The home, a primary institution that has been the most socializing function is passing everywhere. In the cities it is largely gone. It served youth well on the whole because it was close to life, and the concrete demands of adjustment were insistent.

The family situation is one of tension and upheaval. Youth has become self directing. It adventures with little equipment even for the testing of its own experiences. Most parents are looking backward. They administer home life according to tradition and consequently home life doesn't run smoothly.[3]

Though Mr. Groves presents an alarming condition, the situation, nevertheless should not make us panicky because from the American Youth Commission

1. Rainey: Youth Tell Their Story, Foreword
2. Eliot: The Child: His Nature and His Needs, p. 324
3. Groves: The Child, the Clinic and the Court, p. 196-197

study we learn that out of every 100 youths interrogated only three were desirous of severing home relationships,[1] which, though contradictory, we note, is reassuring. The most appalling condition, however, existing in the home is the lack of parental control. The Gluecks in their study of 400 delinquent boys attributed delinquency to lack of parental control. The Ohio State Bureau of Juvenile Research in a study of 2500 delinquent cases found 59% had been committed because of inadequate home supervision. Thrasher in a study of "Gangs" found that two-thirds of delinquencies was the result of a lack of parental control.

From the above it is obvious that we must not yet expect great leadership results in the underprivileged home. Therefore, this study must continue from other spheres of activity. Let us now turn to a historical consideration of juvenile delinquents that we may acquire a keener insight into the studies that will follow.

"It is my feeling after many years of actual work with or directing work with problem children that we have still very much to learn about what can be achieved in struggling against undesirabilities of behavior responses consequently all sorts of reasonably promising methods should be tried and evaluated. Attempts to stem the constantly flowing tide of misbehavior tendencies in the young people of America are none too successful. Therefore I still welcome the presentation of what at all appears to be at all useful in the treatment of conduct disorders."[2] Dr. William Healy in the introduction of Fifty-Five Bad Boys makes this confessing statement which justifies in many respects a new venture in the rehabilitation

1 Rainey: Youth Tell Their Story, p. 17
2 Hartman: Fifty-Five Bad Boys, p. 17

of problem boys.

That we may better understand some of the present techniques of handling the dissocial boy it is well that we understand in some measure some of the systemical development of authoritative treatment from its early origin. H. H. Lou in his refreshing treatment of the developmental treatment of the rise of the probation courts in the United States, states that after the breakdown of the feudal system in Europe, the king assumed the responsibility and organized what was known as the Court of Chancery which dealt with neglected, dependent and destitute children. In the 10th Century, Athelstane, a Saxon king, attempted the reformation of juvenile offenders by enacting laws which embodied some of the germs of the modern juvenile court legislation and, especially, probation. Few records, says Mr. Lou, are available of any children being benefited, however.

From the 10th Century to the reign of Henry VIII little is known of laws affecting children. During the Middle Ages children were treated with unusual severity. Children as young as 10 years were hanged for setting a barn on fire. All judges were afraid that sparing such boys might be a dangerous consequence to the public by propagating a notion that children committing such atrocious crimes could escape without punishment. As late as 1833 a death sentence was pronounced simply because a boy stole a bit of paint. Fortunately the sentence wasn't carried out.

Mr. Lou explains further that the history of modern treatment of juvenile offenders had its rise during the period of the Industrial Revolution, the religious and moral revivals of the 19th Century. At first it was more or less centered on factory legislation for women and children. The first

part of the Century the movement for the reform of adult criminals and the crusade against slavery. This period was so absorbing that the juvenile criminal received scant attention. It was not until the close of the first half of the Century that the conscience of the public was exercised over the question, juvenile crime. At this time modern juvenile reformatories came into being and some of the modern juvenile legislation made its appearance.

The spread of the juvenile court movement, is one of the most remarkable developments in the field of jurisprudence during the last quarter century; the movement had its inception in Illinois and spread to most parts of the world. In the words of Mr. Lou: "The Juvenile Court is a response to Social Justice. In place of lawyers, and court paraphenalia, we have social minded judges, probation officers, psychiatrists, psychologists and sociologists. Hatred and prejudice are now superceded by love and understanding."[1]

"Each child must be understood individually if he is to receive fundamental help".[2] The present study is primarily based on the above contention though its objective is to determine through individual study, as far as possible, the influence of the personality of the leaders with whom problem boys come into association.

Before continuing further, we may well inquire: Of what importance can we attach to the personal relationship? How does it fit into the scheme in trying to discern the motivations of juvenile dissocial behavior? And if you can isolate its influence, how tangible is it in correcting bad habits

1 Lou: Juvenile Courts in the United States, p. 4-15
2 Hartman: Fifty-Five Bad Boys, p. 5

for an accreditable period? To whom shall we accredit the rehabilitation of a problem boy when so many influences as the sun's rays converge upon him from all angles? The personality even in its simplest form is an intangible value, how can we evaluate its influence?

Dr. Hartman, after his study with problem children at the Judge Baker Guidance Center, under the helpful guidance of Dr. Healy and Dr. Bronner states that the mental reactions of a child toward his environment and experiences are more important for the adjustment of his life than the environment itself. Therefore, he reasons, if we are to modify the behavior patterns of children, we may do it best by altering the way they feel about things. He concludes his reasoning with the following viewpoint. "In a child's environment the people whom he knows and to whom he responds are given much more emotional value than objects or happenings; his developing mental reactions will be formed, directed, and changed by his contact with other human beings who he has accepted in his dynamic life, much more than by things he sees or by happenings that do not involve people to whom he gives emotional responses. If we would know the child subjectively, we must investigate the people the childhas loved, hated, rather than the sort of house he has lived in. We must realize, however, that the child may be surrounded by any number of fine people and not receive any of them into his life. Any person with whom the child has any close association and for whom he develops a dynamic personality response, either positive or negative acts either for good or ill in that child's developing mental life."[1]

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1. Hartman: Fifty-Five Bad Boys, p. 7-8

Dr. Hartman has set up a cycle with appropriate names for each cycle that characterizes a developing relationship between counsellor and child that seems helpful in understanding the development of a rapport necessary to bring about therapeutic results. When a child first comes to a strange counsellor he usually manifests a timidity and reserve, nevertheless, believing that the counsellor can help him. Dr. Hartman calls this a rapport of "friendly belief". As the treatment progresses, a child, getting to know the counsellor will, under normal conditions, develop a second degree of rapport which Dr. Hartman calls the rapport of "personal trust" during which time he will talk about personal matters. He becomes slightly suggestible. Now things of emotional value as well as intellectual value may be discussed. The third, and perhaps the most important rapport, is that of "personality contact". During this period the child likes the counsellor and wants his counsellor to understand him. "This rapport", says Dr. Hartman, "is obviously necessary to the child's adjustment to life, well being and happiness."[1]

Surely all unhappy children are either consciously or unconsciously desiring this personality contact with someone. At this stage a child is more concerned about how his friend feels about certain circumstances rather than what he knows. When a child reaches the personality contact stage he assumes that all confidences will be kept. His whole attitude toward his counsellor, the questions he asks, usually will reveal his entire set of emotional conflicts. At this stage the counsellor must employ all the resources at his command because all he says and the attitude he presents will likely have a permanent influence on his charge. Severing

1 Hartman: Fifty-Five Bad Boys, p. 17

the personality contact abruptly at this point may have cause for the development of problems more upsetting than the ones which brought the boy before the counsellor.

The last and perhaps the deepest state of rapport, Dr. Hartman calls the "state of dependent attachment". The child not only believes in the counsellor, trusts him, and likes him, but attempts to identify himself in terms of his personality. He usually wishes his counsellor to be his best friend. Out of loyalty to his friend he is more than willing to alter his emotional life as far as possible. If he thinks his friend thinks him superior he doesn't care what others think of him. This temporary superiority, maintains Dr. Hartman, becomes therapeutically useful.

Thus we can readily see that the plan of Dr. Hartman's of thinking about, thinking with, and thinking for an individual, enables counsellors to better understand the real reasons for successes and failures. It also aids in the prognosis insofar as every individual's problems are determined largely by the people he admits into his dynamic mental life and the degree to which he responds to and is influenced by them. To conclude this treatment of Dr. Hartman which I have already treated at great length, read what he has to say concerning that intangible we call the Personality. "Between him and me there existed that vital personality association that is so meaningful in human relationships. When we try to understand it and planfully to establish and to use it, we may call it psychiatric rapport."[1] Continuing further he says: "Boys found by experience that accepting a friendly and understanding person in their dynamic environment is a pleasand and helpful experience".[2]

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1 Hartman: Fifty-Five Bad Boys, p. 103
2 ibid, p. 104

The Art of Leadership

It was stated in the forepart of this paper that leadership is an intangible process; nevertheless, we choose also to consider it an art. As the man with a sick body goes to a doctor and he with a sick mind to the minister; likewise, how natural it becomes for a maladjusted individual to search out the social worker or a youth to seek out the leader of his club. Irreparable damage can be done if competent leadership is unavailable for the handling of problems of the immediate situation.

Leadership Defined

For the present purposes it becomes necessary to define leadership; and for the sake of expediency let us consider Tead's definition. "Leadership," he says, "is the activity of influencing people to cooperate toward some goal which they come to find desirable".[1] While this definition is limited it will serve to establish certain principles.

The vital problem in all group activities is how to provide happy and satisfying experiences for people. Most of us have experienced the painful feeling of not being wanted on entering a church or any other group activity new to us. "People's outlook takes color largely from the kind of experiences they have".[2]

Who then shall assume the responsibility of unifying desires and efforts of a club member. Who shall establish a worth while objective, organization, or plan of action? Who shall make a program all appealing? Who

1 Tead: Art of Leadership, p. 20
2 ibid, p. 8

shall make the group loyal to a common purpose? Who must show other individuals how they can benefit by joining forces? That someone is the leader. Leaders guide and develop individuals so that they may better share in developing and achieving group goals. To achieve morale the desires and motives of followers have to be summoned, focused and released. "Zeal is not the result of commanding and directing. It is the product of a summons and a rallying of eager desire to do something believed to be important. It is that summons which the good leader brings. Vital reserves are tapped. New levels of attainment are reached. Apathy gives away to enthusiasm. Indifference becomes conviction. Inertia is translated into initiative."[1] In short we might call it an electrifying process.

Thus we see, Leadership implies the use and creation of power with people. It is more than that. Leaders are no longer to be looked upon as unique individuals set apart from humanity by unusual qualities. The leader in one organization may be a follower in another. The individual who can fit in and lead where necessary and to follow on other occasions has truly learned the art of leadership.

To climax this section read what Cooley has to say about leadership. "No single influence in life is so powerful in motivating conduct and promoting vital growth as that of the example and leadership of a forceful and inspiring personality."[2]

<u>How Leaders Influence Others</u>

It has been said that a leader is only as strong as his objective. A true leader must know the attributes of his followers and to be aware of

1 Tead: Art of Leadership, p. 14-15
2 Cooley: Probation and Delinquency, p. 147

the characteristics of human nature. In fact a leader should be an expert in human nature. When a leader has aided an individual to attain some selfhood, a growth of worthwhileness and assurance that he is qualified, he will be worthy of the term, leader.

Now there are many methods that leaders use to influence others. Mr. Tead has given us a few of the most important, they are: 1. by suggestion, 2. imitation, 3. exhortation, 4. persuasive argument, 5. publicity, and 6. show of devotion.[1]

Probably the leader impresses his followers most strongly by the strength of his loyalty to them. Some of the strongest instances of successful leading center around this influence.

Another influence equally as strong, perhaps, is brought about by helping to create around the group of followers a definite set of objectives common to all.

Qualities Necessary in a Leader

It is a common rule that when a leader shows a resource of energy it usually helps others to release energy. Enthusiasm, then, plus this reserve power has real merit.

The ability to preserve in the face of discouragement always has been instrumental in buoying up lagging spirits. Under these circumstances a leader with sound health, a clear vision and a will to overcome can lift his group out of the doldrums and renew the challenge. Followers as a rule follow cycles of action. After a hard fought campaign a wise leader will

1 Tead: Art of Leadership, p. 14-15

follow the old army rule--drop to the rear and recuperate.

Another important suggestion to youth leaders is to get right with their purposes; to acquire the sense of right direction. "The world stands aside to let pass the man who knows whither he is going".

Out of the heart come the real issues of life. The power of the person is the passion of the person. It is the passion for truth that marks the philosopher or teacher. It is the passion for righteousness that marks the moral leader. It is the passion for justice that distinguishes the leader among jurists and in industry it is not the passion for profits but for people which distinguish leaders from mere executives.[1] Finally, a leader is known by his affection and the evidence is not in what he says but does.

Leader as a Teacher.

The ultimate objective of any group of followers is dependent upon the vision of its leaders. Upon him rests the responsibility, not as has been stated, to regiment group thinking but to keep ever before his group the distant goal, the pitfalls to avoid and the easiest manner of arriving.

A leader can surely count upon the sustained support of the led when they have been through experiences sufficiently like his to have brought them to the same conclusions about what they want and how in general they shall try to get it.[2]

> "The spirit only can teach. Not any profane man, not any sensual, not any liar, not any slave can teach, but only he can give, who has; he only can create, who is. The man on

1 Tead: Art of Leadership, p. 103
2 ibid, p. 144

> whom the soul descends, through whom the soul can teach. Courage, piety, love, wisdom, can teach and every man can open his door to these angels, and they shall bring him the gift of tongues. But the man who aims to speak as books enable, as synods use, as the fashion guides, and as interest commands, babbles. Let him hush."[1]

Types of Leadership

He had been asked to lead a group of boys. He was reluctant to do so because he felt he knew so little about how to perform the task. This leader is merely the general picture of thousands of older boys who undertake to guide groups of boys. The fundamental need for a basic understanding of what he is to do and the methods whereby he may perform his task, are the great stumbling blocks for each one. In days past, leaders have dropped out by the hundreds because they did not know what they were trying to do or because the only way they knew failed to produce desired results.

A new understanding of the growth of youth has added lure and pleasure to the work. Men now are entering this field of endeavor with the same spirit which has led into investigation of the sciences.

Now let us consider some of the types of leadership. Mr. Busch has selected a number that cover the field quite generally. I shall consider them in the following order: The Educational, the Dictator and the Autocrat. A number of lesser types will be woven into the principal structure.

Perhaps, indubitably, the educational type of leadership is the ideal. He organizes, deputizes and systematizes in such ways, that, instead of carry-

1 The Works of Ralph Waldo Emerson: Book 1--Nature, Addresses and Lectures, p. 133

ing responsibility of any group project himself and as a result deriving the benefits of growing experience, he develops within the group increasing power of initiating, planning and carrying responsibility and assuming leadership.[1]

The dictatorial type as we shall soon see is entirely different and though it works well in some group experiences, it hardly emulates the educational type.

This type of a leader dominates the group, doing the thinking or getting others to do it for him but eventually taking over their ideas and formulating policies. This type of leader, it is evident, can never function effectively in a democratic process.[2]

Last in this group is the autocratic or salesmanship type. This type of leadership sometimes can become very detrimental in a group process. The leader usually attempts to induce his followers to think they want what he wants. Thus we see little of a democratic process. The thinking of the followers becomes biased and prejudiced and their objective is colored by that of their leader which may or may not represent their best interests.[3]

Now, concerning the lesser types of leadership there is what Mr. Busch calls the group exponent. This type represents in his personality the genius of a movement. People see in him the exemplification of their ideal and he is elevated to leadership without seeking it.

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1 Busch: Leadership in Group Work, p. 120-121
2 ibid,p. 121
3 ibid p. 128

The specialist type of leadership has a limited radius as a leader. He works with a group calling for a degree of knowledge or skill. I do not seek to minimize, however, his influence. Through the manual arts plus any personal helps the shilled artisan may have may aid him to create in problem boys a new sense of selfhood.

The group representative also must be considered though his influence as a leader is somewhat impersonal. He may be a spokesman of a group to express its ideal or he may sponsor only those measures for which he has been given a mandate by his clientele.[1]

Now let us turn to a more sophomoric type of leadership that is found in the average settlement or neighborhood house and consider third, second and first class leaders respectively.

1. Third Class Leaders

Probably the least skillful groups contain those leaders who after months or years of experience serve on the basis of time each week. They do only those things that can be done comfortably in a certain time. This practically means that they become mechanism for someone else, accepting in detail the thinking and planning of others, simply trying to carry out the programs with their groups. They do a minimum of thinking before the meeting depending blindly upon the outline furnished. This is the largest group of leaders and from their efforts have come much good. But think what greater good will come as these leaders are really challenged to grow in ability and skill.[2]

1 Busch: Leadership in Group Work, p. 130-135
2 Gregg: Group Leaders and Boy Character, p. 1-4

2. Second Class Leaders

A second group of leaders contains those who are able to use a sterotyped program outline as a starting point. And, by adapting it here and there make it interesting and profitable to their groups. These leaders have gone part of the way in discovering the needs of the boys individually. They have developed a respect for the personality of boys. If programs are sent they examine their groups needs before they start a program. They change it and adapt it to their needs. They study other programs, and test them out on the boys. This group is at the fork of the road; they know what their boys need, but, because of a lack of time or needed passion to guide the life, they become satisfied and do not put in the extra time that would enable them to become more skillful in guiding life development.[1]

3. First Class Leaders

These are the leaders whose problems with boys have caused them to dig and find out what there is to know about boys. They have a well-coordinated theory of boy's work. In a democratic country they know that democratic processes must be used with boys, if democratic men are to be the product.[2]

Dynamics of Leadership

In group work or working individually, probably there is no more certain keynote than that group leaders can help no one of themselves. He can help problem boys only insofar as they are able to use him. In the proper relationship between counsellor and boy there is a definite interchange of dynamic therapeutic values. But, before going further, let us try to under-

1 Gregg: Group Leaders and Boy Character, p. 4-5
2 ibid, p. 5-6

stand more fully the meaning of therapy and its dynamic. Therapy is a process in which a person who has been unable to go on with living without more fear or guilt than he is willing or able to bear, somehow gains courage to live again, to face life positively instead of negatively.[1]

In many groups we find just this condition; a boy is shy, sensitive and given to periodic explosive behavior. Another boy develops bully tendencies. Here we see a struggle going on that results in a social behavior. What is needed is one who understands the problems sufficiently well to employ therapeutic methods of counteracting these tendencies. If the shy type of boy fails to participate in normal activities there is something wrong and a therapeutic understanding is necessary. Perhaps a leader needs to prepare the way for him, for, according to Taft, "The antidote for fear is successful experiencing".[2] And again she says, "Repeatedly I was made aware that every contact had incorporated itself into myself by a law of mysterious but complete assimilation, until my previous selves with their contemporary experiences had endowed my present self with dimension".[3]

Of course therapy cannot be efficacious unless employed by a leader who has the insight into human frailties and who has sufficient interest in his charge to carry to the end any form of treatment. It must be no periodic affair. Once begun the experiment may cover a period of years but it must be continuous. Therapy is a qualitative affair and it depends upon the personal development of the therapist and his ability to use consciously for the benefit of his client, the insight and self discipline which he has achieved in his own struggle to accept self, life, and time as limited

1. Taft: Dynamics of Therapy, p. 283
2 ibid, p. 286
3 ibid, p. 15

and to be experienced fully only at the cost of fear, pain and loss.[1]

The neurotic is caught in life as a trap. Fear will not permit him to recognize his own creative power. He must be everything or nothing. He must be all powerful thwarting everything that stands between himself and his desire. What he needs to learn is to go with life not against it and it is the duty of qualified leaders to show him the way.

A boy thrown upon his own resources but aided by the therapist, who really is his leader, produces an opportunity that is unique in that it permits a realization of selfhood and security. Many boys realize in this arrangement for the first time a kind of elation that inspires leaders to renewed efforts.

It is the final overcoming of fear; fear of loss of self, fear of the loss of others, to the point of taking an experience regardless of consequence that constitutes the first victory for therapy in the hands of competent leadership.[2]

Relationship therapy then is nothing but an opportunity to experience more completely than is ordinarily possible, the direction of the self into channels of creative will. The leader must expect during the therapeutic relationship minor yieldings and withdrawals will occur. He must recognize the development of a strong under current and build on the strength of that.[3]

Always the quiet example is more effective than the most eloquent sermon and this indirect method yields the richest fruit.

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1 Taft; Dynamics of Therapy, p. 21
2 ibid, p. 287
3 ibid, p. 288

Need of Leadership

Some one has said that three out of every four boys are members of some gang and that gang life is very important in the development of a boy's life. His domestic education takes place in the home but his social training has its foundations in the gang which we may call the last of three primary groups.

Adams Puffer suggests that boyhood begins with the second set of teeth and ends with the advent of a beard. And that the herding instinct begins at ten years and the mating instinct at eighteen. About this time a child emerges from a solitary animal to a social being.[1]

Puffer continues further to say that "without a doubt there is a gang forming instinct set deep in the soul of boyhood. Whoever, therefore, would understand boys must study their spontaneous organization".[2]

Neighborhood spirit is strong in boys. It is essential that all leaders regard it seriously. A boy's reaction to a gang is no different that the reaction of a tribe to chieftan. It is true that boys from more privileged areas are as "gangy" as those brought up in poorer surroundings.

Boys as a rule are somewhat primitive in their actions. The average boy is a bit cruel and plagues those about him but as his "ganginess" fades with later adolescence much of his native barbarity will go with it. It is expedient, then, that the wise leader will not contribute to this barbaric period which after all is only a temporary stage in the boy's psychic development by seeking to remove all opportunities for gang organ-

1 Puffer: The Boy and His Gang, p. 7
2 ibid, p. 27

ization.

It is during this period of gang organizations that competent leaders are greatly needed. A good leader who can recognize potentialities of boys but also their limitations, their weaknesses, their undesirable attitudes and dissocial reactions, but instead of finding fault with their activities and seeking to destroy, will instead, set out to be constructively helpful to the gang by guiding it patiently, to remedy its defects and help the boys become better adjusted, to him society owes a more profound recognition.

Too often we are prone to urge that society be revenged for the acts of unbridled adolescents. Too often we criticise the maladjusted youth for having no sense of right or wrong. Grant recognizes a keener understanding of such boys for he says, "It is not that maladjusted youth are unable to distinguish between right and wrong but they lack the soundness of judgment and emotional stability necessary for making the right choice in conduct".[1]

Obviously then boys of such calibre certainly are in need of excellent leadership.

Mr. Franziem, Boys Director of the North Bennett Industrial School, has set down for us a list of the types of boys that come under this scrutiny and I pass them on; they are:

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1 Grant: Youth In Toils, p. 134

Kind of Boys	Description
The Masterful Boy:	Grasps things quickly; a natural leader in everything. Has initiative and enthusiasm.
The Busy Boy:	Full of excess energy; keeps everybody guessing; always in good humor; loyal to friends and ideals; loves practical jokes; likely to be a "smartie" at times.
The Sanguine Boy:	Normal and well balanced. Likely to be easy going; not given to excitement; content with whatever comes.
The Pugnacious Boy:	A blustering bluff. His bark is worse than his bite. Often very irritating. Rides over everybody and everything rough shod. Inclined to be selfish.
The Phlegmatic Boy:	Slow and awkward in speech, thought, and bodily movements. Often misjudged as lazy and stubborn. Very positive in his likes and dislikes.
The Changeable Boy:	Inconsistent in likes and dislikes. Changeable as the weather. Never very dependable. On the peak one day, in the valley the next.
The Reticent Boy:	Very often misjudged. Has deep emotional life. Very logical, and likely to be systematic.
The Hair-trigger Boy:	Always goes off "half cocked". Difficult to handle. Hectic in his make up. Very headstrong. Often brilliant.
The Bashful Boy:	Super-self-conscious. Lacks confidence in his own ability to do as other boys do. Possibly the victim of repression. Not interested in other boys.
The Lovesick Boy:	Overly responsive to girls. Likely to be emotional. Strongly sexed.

Dr. Ira S. Wile has said that some boys are like wooden pegs. Some are square and will not fit into round holes. Obviously then leadership is needed to aid maladjusted boys to round out their personalities that they

will fit into some place in society.

This leads us to a consideration of personality which we cannot treat because of its proportions but must say that it includes and involves the reactions of human beings in and through living with other persons beginning with the home, extending through the school and friendly organizations as well as the experience in industry.[1]

Leadership, then, is necessary. To conclude this phaze of the paper, let me give from the pen of Mr. Franzeim ten leadership commandments.

1. Never give an order you do not mean to enforce; in other words, do not raise dust you cannot lay.

2. Remember the responses of a boy are in action. Give your directions to stimulate action, not to check movement. Say "do this" rather than "don't do that".

3. Give a boy time for reaction. Say, "One more dive and and all out," rather than "All out quick."

4. Have a reason for what you ask a boy to do, and when possible take time to give the reason - he can see the point if you can.

5. Be honest in what you say and do. A boy's faith in you is your greatest help.

6. It isn't punishment but injustice and personality that makes the boy rebel against you.

7. Action and reaction are equally as true with boys as with material things. You will get in return what you give those in your charge. They REFLECT you.

8. Intelligence in handling youth consists in thinking faster than they do. If they can out think you, you are not using your years and the advantage of your larger education.

9. Keep in mind the truth that the aim of your discipline is to produce a self governing being. Boys are to be

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1 Wile, Dr. Ira S.: School and Society, Oct. 31, 1931

free men later on with no one to control their daily conduct.

10. A leader will have no measure of success in directing the life of a boy along the right path unless his personal example and habits are such that he leads by what he himself lives.

PART II

FIELDS OF LEADERSHIP

THE SCHOOL

A Professor of Education, University of Wisconsin, once said that the chief purpose of the school in America is to make an individual social. Traditional studies are now being modified in a number of schools, notably Chicago with a view of retaining only the subjects that appear to relate directly to the needs of contemporary life.

Furthermore, Mr. Cooley believes that accepted authorities in the field of education support the proposition that a radical change in the school system is imperative if we are wisely to prepare the growing child for his independent life in the community.[1]

From the Youth Commission we learn that four out of every ten youths assert that they left school because of insufficient funds but acquired data revealed that with several groups of youth, unsatisfactory school adjustment--by which is meant a combination of lack of interest, disciplinary difficulties, and too difficult subjects--is a more general reason for leaving school than a lack of family funds.[2]

Again from the Youth Commission study we read: "Pathetic, docile youth, are trying to find adequate satisfaction in such things as a secondary educational system that too often persists in preparing them for colleges,

1 Cooley: Probation and Delinquency, p. 397
2 Rainey: Youth Tell Their Story, p. 67

they will never enter. A system of vocational training that too frequently trains them for jobs they will never find, and colleges of"liberal" arts that develop cultural tastes that quickly become atrophied in a chaotic society which denies means of their satisfaction".[1]

The above citations lead to one conclusion. The school curriculi is in need of rejuvenation, but more than that, school officials must give more attention to individual needs. New concepts of the personality must permeate the teaching staff. Thus far little attention has been given the individual. Pedagogical psychology of yesterday no longer plays a vitalized role in today's program.

Miss Prentiss speaking at the 1939 Massachusetts State Social Conference said, "Pedagogical psychology of yesterday was in a formal stage; a study of perceptions and sensations. Today it is behaviorism and motivation. Yesterday, the school disciplinary problems were thrown out of doors. Wrecked buildings and facilities must be penalized. There was no study of the purpose of the child's dissocial behavior. With the "crash" in 1929 came a new emphasis. The individual became the foci of attention. Cooperation now is the keynote."

Thus with emphasis placed on the individual, a program to aid individual needs in our schools is imperative.

Superintendent Lynch of the Norwood Schools, speaking at the same conference, also recognizes the new emphasis placed on the individual. He estimated that from 25-100 pupils in the Norwood schoold were suffering from refractions; that 50% were suffering from fatigue symptoms tied up with

1 Rainey: Youth Tell Their Story, p. 6

nutrition which develop posture irritability. Rest in this case is needed.

Mr. Lynch continued his denunciation of the school system to add that it has failed to build character, citizenship, community activity--an activity that demands a philosophy of action. The average course of study causes many children to turn from reality into unreality. Teachers have too large classes. Teachers have a difficulty in putting across a scientific program.

In summary to this section let me add that the school is still one of the most influential sources of leadership. The output and its quality will depend upon the teachers as leaders and their program. A child, it is said, spends at least one-third of his time in the school. If this be so, let us have qualified teachers who have insight into individual needs and can prepare a program that will develop potentialities.

THE CHURCH

"The country needs more religion. I can conceive of no adequate remedy for the evils which beset society except through the influence of religion. Redemption must come through sacrifice, and sacrifice is the essence of religion." Coolidge in his address continued to say that human nature cannot develop very far without reverence. The mind does not unfold, the creative faculty is not mature, the spirit does not expand save under the influence of reverence. It is the chief motive of obedience. It is only by a correct attitude of mind begun early in youth and carried through to maturity that these desired results are likely to be secured. It is along the paths of reverence and obedience that the race has reached the goal of freedom of self-government; of a higher morality and a more abundant

spiritual life.[1]

Mr. Cooley in the same tenor reaffirms the above philosophy. "The potential delinquent needs the saving grace of religion, the inspiring leadership of the clergy and the sense of belonging to a parish and the church and of personal responsibility to God more than he needs anything else. Those who have strayed from the portal of the Church, the lures of vice in the guise of pleasure sometimes draw them so far from orderly habits that they overstep the bounds of law and decency before they awaken to the situation". He continues to add, "Social service will have little power to reinvigorate wills and make character in the march against crime".[2]

To arrive at some conclusion as to the part the Church is playing in the lives of young people is not a simple task. It is impossible to isolate the Church as a single factor in a youth's experience and background. It would be simple to discover conditions under which the youth of different church groups are living but to measure the extent to which these difference are due to dissimilarities in religious backgrounds and affiliations is unscientific. For example, the American Youth Commission found in its study that twenty percent of the youth from Protestant homes were negroes. Thus what may appear on the surface to be a distinctly religious factor turns out to be influences by the factor or race.[3]

Assuming then that religion is a potent force in the lives of individuals, how shall religion be inculcated in their lives. Naturally through competent leadership. The Church will need leaders who are philosophers for when a child in the Sunday School asks of his teacher an interpretation of

1 Coolidge, Catholic Charity Review, p. 312
2 Cooley: Probation and Delinquency, p. 407 -408
3 Rainey: Youth Tell Their Story, p. 193

immortality, an answer will form his philosophy of life. Uncompromising dogmatism usually drives young people of inquiring minds from the church. The Christian leader knows God, he doesn't have a philosophy about him. The leader who is a philosopher has a philosophy of his own and he is able to help others in the development of sound growing philosophies of themselves.[1]

The church needs leaders who are artists. The artist discovers truth in pictures and symbols. The artist who paints a madonna paints not only his mother,perhaps, but the sadness or the gayety of the world. To artist leaders all persons are artists if they have the power to catch universal truths and portray it in their own lives. The artist leader sees more than shackled helplessness; he sees untold potentialities of strength and character. Back in someone's dwarfed personality he recognizes the shackles of limited opportunity. In the restless youth he sees great ambitions and unharnessed power. If the leader would show Jesus to his group he would do well to let them see what the artists have seen.[2]

The Church needs prophetic leaders. Young people need prophetic leaders. They are unaware of obstacles to be overcome; so reckless, so willing to dare. The prophet leader needs to emphasize the burdens but at the same time aid them to keep their feet on the ground.[3]

The Church needs leaders who are priests. Jesus recognized that every person should be reverenced by his fellows. He saw that there are inviolate laws that can never be broken. Research can never prove them. It must come through experience. Such an experience is worship. Leaders are

1 ? : Leadership Education in the Church, p. 44-47
2 ibid, p. 47-49
3 ibid, p. 50

needed to guide others into such an experience.[1]

Finally, the Church must have builders who are Christians possessed with infinite patience, sympathy, steadfast and definite. The Christian leader who takes his work seriously will find himself torn between the easy and the hard way. Leaders are needed who, like Jesus, will hold themselves far above defeating compromises and who will lead others to live on the same high plane.

Now that we have an idea of the churches need relative to youth, let us see what that august body has done and is doing. From the American Youth Commission we learn that one of the outstanding impressions obtained from the analysis of recreation was that the recreational needs of most communities are not being met by existing agencies. Certainly it was obvious that the Church with its essentially spiritual purpose is making an almost negligle contribution to the total recreational needs of all the youth in most of the Maryland communities.[2]

It is obvious that the Church needs to share more positively in the development of a youth program; however, it seems that any community recreational program, to be genuinely effective must be centralized in some community center that is definitely stamped as a recreational center.

If either the church or the school can be established in the minds of young people as an effective and satisfying recreational center, so much the better because other agencies are now having a difficulty in meeting the recreational needs of all the youth. Youth must not only know their

1 ? : Leadership Education in the Church, p. 51-52
2 Rainey: Youth Tell Their Story, p. 204

center is a recreational center but it must offer the kind of recreation that is intelligently adapted to its own interests and tastes.[1]

Although it would be unwise perhaps to make any general statement about the extent to which the Church is affecting the lives and thinking of our young people, it seems quite apparent that though the Church has become decadent as a social force, it still retains a substantial measure of its original appeal. The Commission found that three-fourths of the youth considered (13,000 in all) identified themselves as church members. About half of the group stated that they were in the habit of attending Church once a week. Even though an actual check of these reports would prove an exaggeration, it is highly significant that the majority of young people wish to be identified with some Church.[2]

Now, in conclusion of the discussion of the Church, its leaders ought to "see life steadily and as a whole". Neither a fatalistic pessimism nor a carefree optimism is justified, at least until one has examined actualities and trends and has inspected his own hopes and fears in the light of them. We can only surmise;adequate leadership for the Church must eventually come. It will be slow in accomplishment.

SETTLEMENT HOUSES

The opening of Hull House in 1889 probably marks the beginning of the Settlement House Movement in America. The settlements undubitably have rendered an enviable service; yet, there is much to be done. Today there is a real emphasis placed on the type of leadership they must have. All

1 Rainey: Youth Tell Their Story, p. 204
2 ibid, p. 204

too often have they been staffed by men and women particularly interested in welfare of youth but having no scientific training nor scientific insight in youth behaviorism.

Our schools, too, have been slow to institute group work courses to facilitate a better understanding of youth.

Volunteers have been called to service; some good and some bad. But the deplorable Truth is that their service usually has been of short duration and the projects they fostered lacked continuity.

Another obstacle that the institution has faced, but has done admirably well, in spite of, is a lack of resources. Facilities to further creative ability and those to allow free expression in play have been pitiably lacking.

The Settlement Houses are embarking on a new era. They shall probably be called upon to assume a more definite responsibility than hitherto dreamed. The public has become conscious of its underprivileged, of the wasted heaps of stone, tributes to the dead that should be monuments to the living who lie suffocated under the smouldering debris that needs only a spark to release dynamic energy. Christopher Morley, with human warmth has seen and responded to the need of the underprivileged; hear him:

> "I have often noticed, in burning a pile of dead leaves, that the mass that seems burned through will, if turned over with a rake, burst into flame. Down under the mound smothered by weight and closeness, were many fragments that needed only air and freedom to burst into golden blaze--To turn it (society) top to bottom now and then would liberate brilliant human combustion that now lie choked."[1]

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1 Morley: The Family

Hithertofore, and, now very rarely, do we find settlement house leaders capable of measuring their effectiveness. Seldom are any records kept other than a mere indication that a youth has enrolled in some of the center's activities. The time is at hand when the leaders must attempt to measure their progress. More complete records are essential, more home visitations are mandatory and above all a closer relationship with other social agencies is needed.

Whereas leaders of the settlement houses have waited for youth to come to them now they must go out on "friendship tours" and sell themselves and their program.

There is no need mentioning that a skilled staff is highly important because there are no concrete patterns of programs. The leaders must have the inherent ability to draw from those with whom they labor the product of some creative ability. S. Max Nelson, Director of the East Boston Council of Social Centers in this regard has a definite philosophy; hear him:

> "Every youth regardless how warped has an inherent desire to do some creative thing. He may make a boat ever so crude but he has created something. The creative impulse satisfied, he may want to help others create something. In every boy there is a tangible desire manifested to do something for himself: by proper leadership that desire may be transferred to the interest of someone else."

The leaders of the settlement houses are at the crossroads; either they must develop new standards to progress or choose to remain stagnated on the easy road of mere existence.

THE POLICE FORCE

Only within recent years has the police system caught a glimpse of a larger usefulness wherever the welfare of youth has been concerned. The "big stick" has been the only weapon of authority it has known and the truth is the crime rate has risen with inexorable pace and the damaging fact is that youth has flaunted police authority; people in general hold the officers somewhat in contempt. On few occasions has society aided the police system in the correction of crime and youthful delinquencies. What then is the consequence of this morbid condition?

The Youth Commission in its study has come to the conclusion that the United States has acquired the distinction of being the "most criminal" of all the civilized nations in the world. In 1930 there were three times as many homicidal deaths per 100,000 people in the U. S. as in Italy, more than four times the number in Germany, and ten times the number in Great Britain. Most deplorable was the finding in 1933 indicating that forty out of every one hundred of the criminals committed to Federal and state prisons and reformatories were between the ages of 15-24. The national bill for this incredible extravaganza is estimated to be from 4-16 billion dollars a year; and a low estimate would probably put the annual loss to each family in the nation about $160.00. To make matters worse, only a small proportion of our people who commit crimes are caught. Of those arrested, only a few are convicted; and of those convicted only a few are imprisoned.[1]

A careful study made by the Baltimore Justice Commission of a police dis-

1 Rainey: Youth Tell Their Story, p. 159-160

trict where delinquency was unusually high revealed that of 592 boys arrested only 57 had any supervised recreational activities, while 829 were forced to resort to street play and corner gangs. Yet in this district there were 39 vacant lots which could have been converted into playgrounds. "The best answer to this particular challenge of youthful delinquency and crime is the same as the answer to the whole youth problem; programs of constructive activity."[1]

We might now well ask what conditions and factors are treacherously at work gnawing at the foundation pillars of the social edifice? What influences are ruthlessly distorting and maiming the lives of our children and youth? Why does youth fly in the face of social laws. Maladjustment in the home, trouble in school, lack of economic opportunities, and inadequate recreational facilities are a few reasons culminating in fatigue and boredom driving them into questionable amusement centers.

Cooley seems to recognize the apparent dangers arising from the inadequacies above when he says: "Sentimentality, hysteria, blind rage or drastic punishment will not cure youthful delinquencies. It cannot be checked by the future threat of prison walls or gallows. Youth needs sympathy, profound understanding, skillful guidance and training, and all the resources of modern science during his critical period of growth and infinitely difficult problems of adjustment."[2] This follows that we, like an old philosopher, should "neither condemn nor ridicule". Instead, we should seek out the causes of dissocial behavior and try to fit a delinquent into that scheme that his better qualities may be developed.

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1 Rainey: Youth Tell Their Story, p. 160
2 Cooley: Probation and Delinquency, p. 5

Where then shall we seek out methods of approach in the prevention of youthful delinquency? Healy says, "It is during the youthful, formative periods of life that tendencies toward social misbehavior begin".[1]

Kirshwey also shares somewhat the same opinion: He says, "While we are checking the crime wave of the twenties, the material of the crime wave of the thirties is now in the making in children of six to twelve years of age in the streets of our cities".[2]

The Boston police system has created in the Junior Police a force that promises to bring about a better relationship between the children that roam the street and the police of the separate divisions. When the idea was established in Boston over 9000 boys responded. Many could not be accommodated. Nineteen stations are each serving 110 boys, establishing good will, cooperation and a better understanding. The project is only in its infancy; considerable time is necessary to note its merits.

THE JUVENILE COURT

The juvenile court can be one of the most potent forces in the rehabilitative process of problem children who are on the verge of delinquency or who already have become delinquent. "The court is not a means of punishment", says Mr. Connelly, probation officer of the Boston Juvenile Court, "but a force in helping children adjust who have become dissocial". Probation is not so much supervision as it is intensive rehabilitative cooperation. Understanding and guidance are its keynotes.

Probation officers have a tremendous influence with problem boys. They,

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1 Healy: The Practical Value of Scientific Study in Juvenile Delinquency, p. 8
2 Kirshwey; G. W: Survey Graphic, p. 597

following an ideal line of duty, often explain that the delinquent's objectionable conduct is not necessarily the outcome of inherent viciousness but rather of natural human instincts. The greatest single factor in the strengthening and stabilizing of the probationer's character will often be found to be the influence and constructive friendship of the devoted probation officer.[1]

George Kirchwey once said that the criminal mind is not the result of a deliberate resolve to be bad and take chances, but, slow, unconscious fruition of a long process of alienation from the moral aims of society. If such be the case, the probation officer has a tremendous responsibility in helping to provide new perspectives.

It has been said that probation officers are often lax in handling delinquency problems; that they give probationers too many chances. Concerning this, Mr. Cooley states that giving the probationer another chance is not probation. The offender, he says, is in need of a vital, inspiring and constructive force to redirect him from his antisocial conduct.

Perhaps the greatest criticism of the juvenile court system is the appalling lack of trained leadership.[2] Too often men are chosen for this work inadequately trained; many political appointees who lack basic requirements of a probation officer.

The best attack of the delinquency problem is through a trained probation staff which is equipped wo deal with each case individually.[3]

Who, then, is qualified for probation work? Obviously an officer must be

1 Cooley: Probation and Delinquency, p. 148
2 Report National Probation Association, p. 13 1938
3 ibid, p. 21

an educated person, technically trained. He must have an ability to understand emotional responses of children; and, finally, he must be a force in community thought.[1]

1 Report National Probation Association, p. 25 1938

PART III

LEADERSHIP IN ACTION

LEADERSHIP AS A DEMOCRATIC PROCESS

From Donald Churchill now Director of the Boy's Department of the Burroughs Newsboy's Foundation I have secured which in my opinion is one of the most progressive conceptions of leadership. In his thinking, leadership is a democratic process.

In Group Work spheres it is a "process that takes lazy intellectual attitudes and puts them to work". In some respects he cannot agree with Mr. Bowman, writing in "New Trends in Group Work" that a leader's obligation stops when the stage is set; he believes that at that stage the leader has barely begun to function. After the stage is set his main responsibility is to provide stimulation. He must, through his association with groups in which he works, become so sensitized to the group and its interests that he will intelligently strive to understand personality reactions to be sufficiently able to assist, by his judgment and more mature experience, in the formulation and promotion plans of action.

Mr. Churchill, let it not be misconstrued, recognizes the transmissive approach as suggested by Mr. Bowman, for in unity there is strength. Where Mr. Churchill differs is in the manner of approach. Group work to him must above all to creative. Carrying this spirit through to his staff assistants, friendship tours are conducted during which friendships are made with shoe shine boys. They observe that too many boys shine on one corner there-

by making unnecessary competition. Complaints come that certain "cops" chase them away without indicating a reason. Certain boys are not patronized; they can't understand. Some boys fight among themselves or others. Some play cards while they should be on the job. Some call the passerby names as "tightwad" when he refuses to stop for a shine. Through a democratic process the boys are invited to the Foundation and organized into clubs. The staff leaders then present their accumulated observances and experiences and an attempt is made to get the boys to recognize where they lose. No indoctrination is attempted. They are inspired to learn the why of their difficulties and then only is a true group work leadership in action.

In the organization of a club for young people as in the development of a community recreational program, it is not only realistic, but fundamentally important to make every effort to adjust its character to the taste of the youth themselves.[1]

Among other things that large numbers of actual and potential club members want is the pleasure and privilege of playing important roles in the administration of their own organizations. It should, nevertheless, be pointed out that half of the youth studied in the Maryland project recognized the value of some adult participation in the administration of their organizations. However, of the total group, 83% preferred either much or complete independence from the guidance or dictation of adults.[2] Whether this indicates an altogether praiseworthy eagerness to work things out for themselves, or whether it reveals an abiding suspicion about the wisdom and

1 Rainey: Youth Tell Their Story, p. 170
2 ibid, p. 170-171

good intentions of their elders is anybody's guess. The fact remains clear that if adults are to participate in youth activities, the democratic process must be strictly adhered to.

At this point it is necessary to set up a danger signal. If leaders attempt to teach someone else's theory of democracy, a democratic process will not be achieved. Some children won't develop under the democratic process. Leaders then must come foreward and think through the needs of individuals.

THE HARTFORD CONNECTICUT PROJECT

From the annual report of the Hartford Friend of Children the writer has observed progressive leadership in action. I recount in a running narrative form the various sequences the struggle of a group of 300 bootblacks, motivated and inspired by competent leaders, to secure justice and the right to carry on street trade unmolested by the police or rival shine-parlor operators.

Complaints had come on numerous occasions to Don Churchill, who was then Director of the Hartford Friend of Boys, that the police, because of a lack in unified action, were dealing unwisely with the bootblacks. Some officers of a more understanding nature allowed the boys to put down boxes where they pleased while other officers unaware or indifferent to the attitude of their fellow associates, would order the boys to move along. Now, as a result of the action the boys naturally became confused and they began to ask questions. They believed that all the officers should be impartial. How were they to get this action across?

Other boys accustomed to shine in certain areas on another occasion were suddenly ordered to practice trade elsewhere. No explanations were given. Result: Resentment toward police force, conflict and confusion among themselves. The natural leader soon learned the reason. Near the vicinity a shine parlor had suffered from the competition and its owner had complained to the police and then the eviction. After a period of consultation, a boycott followed, led by the group's leader, neither force profiting but both suffering from a lack of cooperation and understanding.

Now to diverge for a moment, where does competent trained leadership reckon? Mr. Churchill and his associates early in ____ had evolved the plan of first observing the shine boys at work and then casually become acquainted and through a process of relationships establish a degree of helpfulness. They talked with the boys, learned their problems, ambitions, and aspirations and finally invited them to the club house to talk over problems. Clubs were organized and like the growth of a city after the discovery of gold, bootblacks all over the city were organized and drawn together into a central organization. As the impact of the idea grew the force of the unity was felt. As an outcome, representatives of the 16 clubs formed a council to discuss the problems that arose akin to all. The staff members, of course, attended these meetings and aided in directing the groups movements where more seasoned experience and judgment were required. As far as possible the staff leaders were only motivating and stimulating factors. Never did they seek to indoctrinate their beliefs and pet ways of achieving certain ends. By the process of reasoning together and eliminating the non-essentials from the spurious they achieved a line of action that speaks for itself in what follows.

Now to return to the scene of the boycott. Something of a dynamic value was formulating in the thinking process of that small group. It was suggested and actually carried out. Two boys were appointed to pay a visit to the source of their embitterment. When they returned they reported the total outlay of expenditures of operating the shine parlor and its approximate income. Much to the surprise of all concerned it was realized that the operator of the shine parlor was justified. He couldn't meet such heavy competition as the boys were giving. Now, as a result of this directed thinking through process, guided by the leader, certain truths were unearthed and an understanding was achieved. One boy was heard to say, "And he has 13 kids,too." Here we note a guiding hand promotes an expression of reason in place of blind attempts to achieve desires regardless of consequences.

Mr. Churchill and his colleagues now saw greater problems looming before them. Here was a situation that was not local; it was paramount throughout the city of Hartford. They now began to place an emphasis upon the council to which the sixteen clubs sent representatives. Here it was noted that the shine boys had difficulties with the police force and operators of shine parlors throughout the city.

During one meeting one boy made the statement that an ordinance was needed by the shine boys to insure fair play. The idea caught fire. A committee was appointed and sent to a commissioner who reported that the "cops" didn't recognize their needs and the shine parlor operators were a constant disturbance. The commissioner, recognizing the acute situation suggested that they return to work and find all necessary facts to justify a second consideration and then he would see what could be done. In short order

the boys canvassed the entire city, found the location of all shine parlors, accustomed locations of shine boys and then constructed a map indicating the locations. Armed with the map and a group policy consisting of the agreed age limit permitting a boy to shine, number allowed on each corner, how late permitted to shine and requisition for Sunday shining, the council of eight boys marched on the commissioner who sent them to the Juvenile Commission, which body in turn sent them to the Ordinance Commission. On a specified date 30 shine parlor operators at request of Commission met one day with the Council members of the Bootblack Association. The maps and policy were presented and the Commission suggested a plan to which the shine parlor operators wouldn't agree. Finally it was decided that a committee of 3, one police officer, one shine parlor operator and one member of the boys council should make an entourage of the city and by mutual agreement certain spots should be marked off where the boys would have a legal right to shine unmolested.

The plan was carried out but still a problem remained. Some of the boys began to complain that some police officers, ignorant of the ordinance ruling, on occasions chased the boys from spots designated by the Commission. A woman, friend of Mr. Churchill, became interested in the shine boys and was instrumental in instigating the Street Department to stencil the "spots" in large yellow letters, "B.B." Thereafter, there was no conflict between the law and the boys in that matter.

Again to return to the impelling undercurrent that swept through the Bootblack Association. Through trained leadership these boys mastered what seemed a problem of colossal importance. The actual achievement of the above required 2 months time during which time they assembled in the rooms

of various schools and club houses and discussed their problems. The Council members had the unique experiences of sitting in Council with the Ordinance Committee and arguing the Cause of all shine boys. They even visited the Mayor on one occasion to speed up action on their problem. They saw an ordinance to which they were in agreement drafted. They saw it again in print. And, then, they went back to their groups a much more enlightened and reasoning Council to report their achievement to 300 eager shine boys who voted as one in agreement to the plan adopted in the Ordinance Committee Chamber. Finally they saw the ordinance in action.

PART IV

THE BOYS

The instance of F. S. represents in some measure what trained leadership can achieve in the redirection of boys definitely headed for blind alley jobs.

F. S. when first introduced to settlement activities at the Lincoln House was attractive in general appearances. Shy, reticent and generally retiring, the House leaders had a little difficulty in placing the boy in a group that would allow him natural expression. Athletics made no appeal, boisterous and virile games brought forth little interest.

From the results of a staff conference Mr. Kingman, Boy's Director, placed him under the supervision of a trained leader who in his study of insects aroused F. S's interest and shortly thereafter an insect club was established.

Gradually, through the warm interest and unflagging zeal of the leader, F. began to emerge from his shell of obscurity. Likewise, a new phase of his personality began to form. The leader and boy began to become identified. The excursions to the sea shore and to the woods and hills, overnight camping trips in search of new specimens, the subsequent periods of skillful mounting of the insects enabled the leader to study F. in an uninhibited setting. Conversations together, which in a more formalized environment would have been stilted and restrained , in the above circumstances brought forth vistas of understanding, and goals of achievement

hitherto unthought of.

For a period of three years this relationship existed. In the meantime F. was transferred, at the suggestion of the leader in conference with Mr. Kingman, from a commercial school from which the boy probably would have graduated and secured a position, to the Boston Latin School where he completed courses majoring in the natural sciences. After graduation he was privileged to spend a year in a New York museum making a special study of plants. Returning to his home he was enrolled in one of the city's leading universities. During this period he spent many hours in the home of his leader friend helping him mount specimens of great value.

The transference from one school to another, as we have seen, marked the turning point in the life of F. S. A new vista of possibilities was opened. Such can be accomplished only by those having insight and an understanding of the interests, potentialities and desires of youth.

"If anything is missing, come to me." Thus spoke M. T., a self styled kleptomaniac when he was admitted to the Good Will Inn for Boys, directed by Dr. Hartl. M. T. was 18 years of age and short of stature; one leg was shorter than the other, caused by infantile paralysis. In all he had been arrested 23 times and had served a term at the Concord Reformatory and at Deer Island.

Shortly after he joined the group activities, because of his keen mind, he was given many responsibilities; however, because of his unreliability, these were soon terminated.

Physically, M. T. was no match for his associates. On a social plane he had a desire to be friendly with young women and, failing to make an impression, compensated by developing a gruff manner. Petty thievery was one activity in which he excelled. Soon he became admired because of his nerve which gave him a sense of superiority.

M. T. was sent to a summer camp by the Good Will Inn staff. Here he continued to avoid all responsibility. He had a way of getting the good will of his leaders, using them to have him excused from various duties.

During this time Dr. Hartl had many occasions to talk with him at length concerning his problems and a good friendship was established. However, when he returned in the fall to the Good Will Inn and became involved in a few thefts, Dr. Hartl isolated him from the programs and maintained a definite reserve. Dr. Hartl explained that he was always welcome to come into the office to talk over his problems and that the leaders of the House weren't fighting him but his problems.

Money, clothing and other articles began to disappear from the Inn. M. T. was suspected but insufficient evidence was found to convict him. Finally $200.00 worth of good disappeared and it was discovered that M. T. had a "fence". He was arrested and sent to the reformatory for 17 months.

During this sojourn, Dr. Hartl wrote him numerous letters. When the sentence was finished he returned to his home, remained five weeks and then departed, making a living thereafter by petty pilfries. Later he returned to Good Will Inn where a long term ill feeling toward Dr. Hartl was cleared up. M. T. had carried a hurt feeling that Dr. Hartl was responsible for sending him to Concord.

M. T. again began to live at the Inn and the leaders tried to use religion in bringing out some of the better parts of his nature but it was of no avail. He did take part in some of the worship services but expressed no interest. He entered social relationships for what he could get from them. One of the most dynamic forces that hindered his development was his revolt to authority.

Again he left the Good Will Inn and married a young woman who, in the face of much opposition, decided to help him regardless of the consequence. A baby came, binding them strongly together. M. T. still comes to the Inn for advice and is accepting many responsibilities. Both are extremely happy. M. T. is now working on W. P. A. He hopes eventually to work for his father who has a substantial legitimate business.

Thus another youth has been transformed from a petty thief to self respect and mutual admiration through the efforts of leaders of understanding.

The proper placement of responsibility is a powerful therapeutic agent in the rehabilitation of problem boys. L. C. needed just such treatment in the process of orienting him to socialized living.

L. P. when first seen at the Dennison House was typed as a bully. Aggressive in general conduct and thoroughly undisciplined he was successively transferred from one club to another with the purpose of determining some activity that would challenge his interest. Finally, after a period of years, during which the boy was sporadic in interest and irregular in at-

tendance, L. P. came to the attention of the Headworker, Mr. Marino, who was instrumental in securing for the boy a Civilian Conservation Corp assignment. After eighteen months experience in the field he returned in time to be selected to accompany Mr. Marino to the summer camp operated by the Dennison House.

In the new environment, the long conditioned aggressive symptoms,displayed when he first entered the Dennison House, began to become manifest. He was again typed as the camp bully.

Mr. Marino, recognizing in L. P. superior woodmanship gained in his experience in employment of the government, shrewdly appointed him foreman of the wood cutters.

With this new responsibility, L. P's behaviorism began to change. Now, instead of bullying his associates he became an instructor. His obvious ability was recognized and he gained a measure of respectability.

During the period that followed, Mr. Marino, by sharing opinions and discussing generally his development, had an opportunity of building a relationship of friendship with L. P.

Returning to the Dennison House in the fall, Mr. Marino again came to the boy's assistance, aiding him to secure a job he now holds. He is married and at present is doing commendable work. Occasionally he goes bowling with Mr. Marino and is a friend of the Dennison House.

Social history indicates that L. P. was ashamed of his parents who were of ill repute. To avoid embarrassing situations with those with whom he associated who were acquainted with his home conditions, L. P. took the

defensive side of life. His aggressive, bullying, behavior definitely was attributed to his home condition. L. P. required a sense of respectability from his associates to socialize his thinking and actions and Mr. Marino, specifically trained to recognize potentialities, was effective in placing opportunities at the boy's command to make him proficient in a particular activity thereby aiding him to sublimate his interests and orientate his attitude toward a life of socialized living.

Group treatment as a therapeutic force is effective under varied circumstances. In the case of O. C. group treatment was effective to a limited degree. His personality, so completely disintegrated, required years of redirection and at this date, though he has shown definite progression, one can only surmise what lines the personality development will follow.

O. C. was a much undernourished boy when he began to participate in the club activities at the North End Union. Evasive, shifty eyed and furtive action, he failed to respond normally. Shortly after his admittance he became a general nuisance--opening and banging doors, running up and down the stairs and disturbing club meetings.

For two years this condition existed, during which Mr. Havey gave O. C. patient, kindly individual attention. Paternal scoldings were administered. When he behaved well he was commended, when dissocial he was punished. At all times he was made to feel that he was fairly treated.

O. C. had a faculty of associating himself with questionable gangs. From

week to week he fluctuated from one gang to another. During these periods of fluctuation his behavior seemed to become the most troublesome and his development came to a standstill.

The following summer, against the wishes of the "Union" leaders, Mr. Havey was instrumental in sending the boy to camp. In this new environment O. C. developed an interest that gave promise of transforming his whole personality. Swimming became a passion. Before the camp season had ended, O. C. had learned to swim a few yards and to dive with a degree of expertness. During the camp season, though swimming was his only interest, his sociability even in the water remained negative. He remained aloof from his associates. He was a "lone wolf". All of his activities were carried on individually.

At the end of the camp season he had acquired an interest but his personality development remained little changed. Returning to the North End Union, he again took up the "Union" activities. Mr. Havey, trying to build on O.C's swimming interest, induced the boy to attend the Y.M.C.A. swimming class but the experiment was short lived.

Later in the fall, Mr. Havey with a group of twelve boys including O. C. took a ten day camping excursion into the Maine woods. On this trip Mr. Havey had many intimate talks with the boy and through a patient, understanding approach broke down some of the barriers that stood between the boy and a good integration. As a result O. C. became the most cooperative and dependable worker of the group.

Returning again to his home he entered school and from the beginning

made a good adjustment with his teachers. Mr. Havey previously had reported his good development in camp and the teacher shrewdly was "lavish in her praise" and manifested a genuine interest in the boy's experiences. Likewise, the other leaders in the North End Union at the suggestion of Mr. Havey began to show O. C. a deference that he had never before experienced.

The above process was electrifying but unenduring. Shortly, O. C. again sought out his questionable gangs and became as before, troublesome and generally destructive.

Several months later, unexpectedly, he approached Mr. Havey and paid a small balance due the North End Union in payment for his camp experiences some months before. He also made a down payment for the privilege of going camping the next summer.

Thus, we readily see that some boys under most ideal conditions and leadership fail to make proper adjustments. The familial social history obtained indicated that O. C. had passed thus far in life through conflicting emotion stages. His mother was known to have questionable relationships with other men and the father was given to drink. Both parents were jealous of each other, causing a tension in the family life.

O. C., as we have noted, had deep-seated inferiority feelings manifested in aloofness and his identification with boys of lower standards then those associated with the North End Union. The integration process has begun; intelligent and understanding leadership only can bring about a better orientation.

E. D. was introduced into the Jefferies Point Boys' Club at the age of 12, coming from a home where he had been protected by an over solicitous family from early childhood.

Early in his life he was treated at a hospital for a mastoid ailment which continued to remain somewhat in a pained condition for sometime after his return home. At this point he realized that none of the other of five children would be allowed to push or disturb him and under these circumstances developed persecutory reactions to unfavorable stimuli.

From his admittance to the Club activities at Jefferies Point for a period of two years E. D. was constantly involved in provoking types of nuisance. Some of the leaders wanted to remove him from the settlement activities but the Director, Mr. Welch, demonstrating the technique of a trained worker, took personal supervision of the boy and at once began the process of recultivation of the mean disposition and jumpy nervous reactions of E. D.

He was taken to a summer camp. Here Mr. Welch gave him definite responsibilities that built up a definite pride in work well done. He also, on specific occasions, had long talks with him always explaining how E. D. should control his thoughts and actions.

After a long and ardous period of self discipline E. D., by encouragement from Mr. Welch, developed markedly. His general appearance improved; he became trustworthy and cooperative. Of course, he still has relapses but never with the intensity displayed earlier in his character development. He now has a deep sense of ethics and is gradually coming to the point where he can maintain an even balance. Seldom does he display the pers-

ecutory symptoms that were manifest when first seen in the settlement house. Mr. Welch has demonstrated the dynamic powers of friendship, the correct placing of responsibility and the ultimate value of a depth of understanding.

J. M. a boy of Irish descent at 10 years of age was a natural born leader. When he came into the Norfolk House he was placed with a group of boys who, like he, had come from an underprivileged area.

In this group, J. M. worked well for six years. Suddenly his latent desire for leadership became manifest and from this point his was a constant struggle for supremacy for leadership with the group elected leader. Frustrated in securing supremacy he was instrumental in bringing boys into the group from a gang he controlled on the outside.

For a period of three years members of the amalgamated gang began stealing in a "nice way". Some would sell tickets for various functions and then retain the money. Some solicited advertisement space and with the income did likewise. More than this, the group began to do petty pilfering. Some of the gang members were eventually sent to the Lyman School For Boys.

At the end of the three year period, J. M., with several of the members of the original group, severed their connections with the Norfolk House and reorganized on an athletic basis independent of any controlled organization. This arrangement proved satisfying until the gang began to have difficulties meeting current expenses and were inconvenienced by a lack of facil-

ilities.

During this interim, Mr. McLaughlin, the Norfolk House Boys' Worker constantly watched the movement of the organization and on specific occasions came to them with assistance. He was especially careful to maintain a friendly relationship with the members, offering advice whenever requested. The time came when the gang wanted again to reenter the Norfolk House and become members in an organized way.

J. M., of course, now became the leader of the newly organized gang and at this point his attitude began to modify. He ceased to be a problem in the "House". On occasions he was known to drink moderately with his friends but in no degree like that when severed from the Norfolk House influence. Today at 20 years of age he still is a member of the Norfolk House, is leader of his gang and is thoroughly respected, trustworthy and dependable.

In the above historical account,though the influence of the boy's worker is not so readily seen, we perceive in some measure the efficacy of allowing boys to try for themselves what they believe to be the most satisfying experience. During this interim Mr. McLaughlin recommends understanding and general helpfulness while they find for themselves a proper orientation.

The following case represents the therapeutic value of the proper placement of responsibility.

A. M., when Mr. Franziem first saw him, displayed a crude, uncultured personality makeup. He was unduly vociferous, very defensive and aggressive.

Fistcuffs was his way of gaining recognition; at this he was unusually proficient.

At twelve years of age when he joined one of the clubs at the North Bennet Industrial School he became much interested in athletics. Soon he became known as the "School" bully. His fighting episodes finally brought him to the attention of Mr. Franziem, the director of the boys work. During an interview,many of which were to follow, Mr. Franziem pointed out that A. M. had failed to be elected captain of his team to which he aspired simply because he,as yet,had failed to learn simple rules of cooperation and fellowship.

Three years later, A. M. had participated in all club activities. Expressing a desire to lead a group he was put in charge of a small club where he demonstrated a latent ability.

During the following two years he came regularly to Mr. Franziem with his personal problems. On one occasion A. M.,in a determined manner, came to his friend and advisor with a story that his mother was stultifying the proper development of a sister's personality and initiative. Mr. Franziem in the course of time was able by his understanding, persuasive manner to help mother and daughter achieve a better personal relationship.

Graduating from college, A. M. enrolled in a Normal School and today in his third year is nearing the completion of a study that, in his own language, is a preparation to qualify him to teach other boys what he failed to get in his own home, and the lessons he acquired while under Mr. Franziem's supervision in the North Bennet School.

The cause of the defensive, boisterous, aggressive behavior of A. M. when he first joined the activities of the School referred to above will clarify itself when we understand that the mother from A. M's boyhood to the present was a domineering individual. A. M., in his home, had been denied normal expression and when he came to the "School" his desire for creativity and free expression was stultified by an uncultured sense of values. His fists were the only medium of expression that he had learned and it was not until Mr. Franziem directed that antagonistic spirit into the proper channel did A. M. become a useful member of society and a socializing force in his environment.

J. D., in company with another boy, had been arrested for petty larceny and placed on probation by the Juvenile Court,requiring him to attend a Trinity Neighborhood House Club activity.

When the boy made his appearance at the "House", it was apparent that he had been gravely neglected. His clothes were shabby, he seemed physically unwell. Mr. Rutherford, the hearworker, immediately assigned him to a club. Later he outfitted him with clothing and assisted in having him examined at a medical clinic.

To test his reliability, Mr. Rutherford allowed the boy to do errands for the "House". In this office J. D. proved inadequate. He was successively placed in various group activities, where he continued to fail to adjust. Elements of his personality were in conflict.

Let us now observe home conditioning factors. The father deserted the family six years ago. The mother was neurotic and very unstable. She had no control over the boy, though physically able.

Mr. Rutherford recognized in the boy something of a mystical quality. There was a winsomeness in his personality that drew the headworker as a magnet. Soon it was learned that J. D. liked to draw and paint. A new interest had been unearthed. He was placed in an art class where he astounded his instructor. J. D. had a latent artistic talent as yet uncultivated.

Mr. Rutherford, studying the boy more seriously, learned from J. D's teacher that he had a reading disability. The headworker secured consent from the school authorities to tutor the boy an hour each school day in reading, which was carried out.

While actively participating in the art class in the production of Christmas posters, J. D. again, in the company of the boy with whom he was first arrested, entered a printing establishment in search of money. While searching through three desks the contents of the drawers were spilled on the floor. Materials recently received from the press were strewn on the floor and walked on. The keys of a typewriter were masked beyond use with a hammer. A time clock was destroyed and other damage done.

J. D. was again arrested and the case heard in three juvenile sessions. His probation officer, cooperating with Mr. Rutherford, convinced that the boy had a number of virtues and if properly developed would correct the dissocial behavior.

Again he was placed on probation. Shortly thereafter, Mr. Rutherford had him examined in the Dearborn Clinic where it was learned that he had a reading ability that could be developed under proper tutelage. Mr. Rutherford, again cooperating with the probation officer was instrumental in having the boy placed in a State foster home near a school that offers special classes for children having a reading disability.

The above history represents the instance of a short "contact". As we have noted little progress was achieved with J. D. One fact seems prominent in that Mr. Rutherford discovered in the boy latent powers which under proper tutelage and a basic friendship may become productive.

When E. C., an Italian boy of 7 years, came into the North End Union, uncouth, reserved and inclined to reticence, he at once presented a set of problems which Mr. Havey recognized as definite barriers in the development of an integrated personality.

Apparently E. C. had a dearth of originality and selectivity that marked him as a follower. As he continued to attend the club activities, especially, tumbling, toward which he showed considerable interest and general aptitude, he displayed a sly, furtive manner that became exaggerated when he joined a group of undisciplined boys that on various occasions made a practice of upsetting the general program of the club in which he held membership.

E. C's instability became more paramount as the days progressed. For a

period of time he would behave normally and then suddenly would revert to such behavior as pulling mats out from under tumblers causing them to fall on the floor, and running wild through the rooms.

E. C. had few satisfying interests. Tumbling exercises commanded his attention for a time but because of a lack of will would drift back into various disturbing practices.

Mr. Havey considered E. C. merely as a member of a group when he first participated in the Union activities. It was soon evident that individual attention was expedient. During several interviews, Mr. Havey made many suggestions to which E. C. was quite amenable but rarely did anything about them. A strong friendship was established. He was taken to a summer camp where he behaved reasonably well. Returning to the Union he soon drifted back into his old mischievous habits and continued to upset the morale. Soon, thereafter, he ceased coming.

Two years later, E. C. began to truant from school. The supervisor of attendance made repeated visits to his home encouraging parents and E. C. to cooperate. Finally he was brought before the Boston Juvenile Court and committed to the Disciplinary Day School.

After his commitment his probation officer made successive visits to his home and made plans to have him again reinstated in the North End Union.

Several weeks later E. C., on a pretense of a need for clothing and money, entered a store illegally, was apprehended and committed to a County Training School.

Thus we see that E. C. represents a problem of many limitations. As we

have seen he was not, fundamentally, a bad boy; he merely was unable to rise above the neighborhood level. He was a follower; he did as his gang did.

In character development little progress was manifested. Six years after his advent into the Union's activities he still retained his reticent, sly and furtive manner. In physical appearance there was no noticeable change. He continued to take little pride in his physical care. Where other boys had shown obvious development under Mr. Havey, E. C. had retained practically the same features of conduct with which he entered. His interest in tumbling, at which he grew proficient failed to hold his interest. The spirit of adventure was too great for the offered facilities of the Center. E. C. was as yet not sufficiently stabilized to assume definite responsibilities. Because of the fact that he has little leadership quality his case was exceedingly difficult. The time may come when the personality of E. C. will undergo a change. Some trained leader must be at hand when that occurs to counsel him and guide him into responsibilities of social usefulness.

J. N. of Irish descent when 11 years of age was first seen at the Norfolk House. He presented, physically, an example in cleanliness and neatness. However, though meticulous in general care of self he presented a definite contrast in behavior.

J. N. before coming to Norfolk House had been on probation at the Roxbury court for larceny. He had completed his probationary period and his

general behavior had slightly improved.

Soon after his induction into the Norfolk House activities, he began to associate with boys who were definitely unkempt and slovenly in all respects. Dissocial tendencies began to manifest themselves. During the club activities of which he was a member, suddenly, and with little provocation, he would upset chairs, tables and become generally destructive. This was his conception of a satisfying experience.

Mr. McLaughlin, the Boy's Worker of Norfolk House, recognizing in J. N. some good qualities that continually began to emerge to the surface in spite of the dissocial tendencies, finally assigned tasks requiring definite responsibilities. He was chosen leader of his gang and inducted into a class of tumbling.

The following year J. N's club was chosen to represent the "House" in numerous outside contests with other group work agencies. From this point J. N. began to become more socialized. He deliberately avoided those in his gang that instigated disturbances in the "House". He rapidly lost control of his original club and sought membership in another club where he was soon recognized as a leader.

J. N. is now 15 years of age and is considered by the Norfolk House workers as a model boy. He is a representative of underprivileged boys who, after placement in an environment commensurate with their interests and abilities develop to a commendable capacity.

In this instance, it will be noted, Mr. McLaughlin in a personal way added little in a direct way in the socialization process of J. N. Nevertheless,

it is worthy of note that his influence was manifested indirectly by intelligently observing the strengths of a deep dissocial nature and sublimating them into channels of productivity.

The problem of C. K. and the manner in which it was handled represents an approach toward delinquency that deserves much consideration.

C. K., a neat appearing Syrian youth, athletically inclined, came into the Dennison House about his 8th year resenting any authority, bad tempered and very selfish. His temper tantrums though not numerous made it difficult for him to get along in a group. On occasions he would throw any object near at hand.

At the time of his admission into the "House" activities he was serving his church as an altar boy. Home investigations revealed that he was the eldest of the children and usually was given his own way.

The first therapeutic attention given C. K. was by Mr. Marino. Mr. Marino, observing the abnormal behavior often times took him aside and attempted to explain how his actions not only made it disagreeable for himself but for his associates. Mr. Marino, from the outset, recognized in C. K. some potential powers. Instead of "hounding" him, he, patiently, withdrew him from all activities compelling him to remain passive. When he was able to control his temper he was permitted to resume his play. During these episodes Mr. Marino quietly explained his actions helping the boy to realize his responsibility.

This was merely a step in the right direction. It was readily apparent to Mr. Marino that the explosive,periodic outbursts were definite symptoms of some illness in the boy's personality make up. Mr. Marino perceived that C. K. used his dissocial behavior as a means of securing recognition and immediately began to give him more individual attention and allowing him to gradually assume some responsibility.

At present writing C. K. is a junior in a local high school and is presenting a carry-over of the problems manifested when he first came into the Dennison House. One of the teachers in some way antagonizes him which results in demonstrations of complete passivity and outbursts of anger.

Because of these tempermental outbursts, the school psychiatrist has been much concerned. She has conferred with Mr. Marino on several occasions in an attempt to work out a plan of treatment for C. K. In school he won't study and therefore gets low marks. He has the ability but refuses to cooperate and do his best work. He, for some reason, is unable to put his best foot forward.

Now, let us try to understand C. K's dissocial behavior. Mr. Marino recognized in him from the earliest association a need of self expression. C. K. wanted to be recognized. Mr. Marino satisfied that desire by giving him responsibilities. Recently he acted as chairman for a dance given in the "House" for members. For the past six years he has played a leading fole in a Christmas drama that the "House" presents annually.

Mr. Marino from his study of C. K. has seen him respond under responsibility and has learned that the boy craves recognition, and in the entire rehabilitation program has attempted to meet this need. In the school the boy

is given little opportunity to stand out. Perhaps this one factor may account for his general uncooperativeness.

The development of C. K. from the time he came under Mr. Marino's leadership to the present time has been marked. He now is sixteen years of age, nice appearing, intelligent and is at present making an appeal to the girl members of the "House" and has a good relationship with them.

During the past four years he has been active in club work. The leader of the "Photography Club" has also been instrumental in the building process. He has given C. K. something to do that challenges him. In this work C. K. has done excellent work which has given him some recognition. Other club leaders knowing the boy's problem have also cooperated by placing him on various committees.

Thus we see again the influence of leadership which can go beyond immediate situations and evolve a program that builds on strengths of dissocial boys.

E. M. was an Italian lad of 17 years when he first came to the attention of Louis Maglio, Assistant Boy's Worker at the Central Square Center. As leader of a gang of twenty or more boys ranging between the ages of 15-20 years it was his custom to meet with the gang on a street corner and there devise means of seeking pleasure. E. M. had no use for the police. On several occasions, police officers, seeing the boys congregate, are said in a rough manner to have slapped, kicked and otherwise roughly treated members of the gang when they offered any resistance or were alow to move

after a command, therby, accentuating a bitter resentment and non-cooperative relationship.

During this period of gang life, E. M. and his associates derived considerable pleasure and sometimes remuneration by "rolling blokes" who were accustomed to linger in drunken stupor by the taverns along the waterfront. On one occasion, E. M. tackled a fellow too tough to handle and came away much worse for the experience; his shirt was nearly torn off and his body was badly bruised.

E. M. had an insatiable desire for recognition, especially by the young girls. He joined a National Guard Unit presumably for the purpose of wearing a military uniform to make an impression. A little later he and several members of his gang, enroute via trolley to a local roller skating hall, conceived the notion of unscrewing the lightbulbs from the trolley and hurling them at passing motorists. Unluckily, one bulb hit a passing police cruiser. E. M. was arrested and sentenced to two months in the Charles St. Jail. The first day there he used indecent and insulting language to the guards and as a consequence was put in solitary confinement on bread and water.

Mr. Maglio had watched the movements of the gang and gradually introduced himself into some of their activities with the purpose of concentrating on E. M., the leader. E. M. was finally induced to bring his gang into the Settlement House where Mr. Maglio focused his efforts on the leader.

When E. M. first came into Central Square he was uncouth in appearance; his hair was disorderly and he wore no tie. Of consideration of others, he had none. A sense of real values seems never to have made an impression.

E. M. showed the marks of early conditioning and a steady growth in the wrong direction. He was belligerent in attitude, arrogant, stubborn and definitely unresponsive.

From the earliest encounter the worker recognized one of the salient causes of E. M's dissocial behavior--he wanted recognition. With the realization of this fact, Maglio saw possibilities. E. M. shortly was made assistant to Maglio and was given certain supervisory duties over boys who came into Central Square. He was to enforce the Center rules; removal of hats, no smoking and no indecent language. Later he was given a supervision job in the game room. Here, he was of great assistance to Mr. Maglio. Besides helping to keep order he assisted in the instruction of games.

A definite process of rehabilitation was in progress. Little by little, sometimes in friendly talks with Maglio and by observing the dress and action of other boys, E. M. slowly acquired a keener sense of social consciousness. His dress and general appearance improved daily, and he caught a vision of a better life.

Maglio, not stopping here, carried the process into the gang that still spent much of its time on the street corners. He accompanied the group hiking, roller-skating and boating. He learned the thinking process of the group and subtly established a relationship that later brought about great returns.

One evening in the fall season before the Central Square club activities had been fully organized, E. M. and his gang of which he still remained the leader, attempted to get into the Center against the wishes of Maglio. The gang was bent on destruction. By opening a door by force they entered

the rear of the building, but Maglio, having been tipped off by one of gang, was ready for them. Turning on the light suddenly he confronted E. M. and two others. Showing the qualities of real leadership, Maglio uttered no word, but, in action that prompted no response, silently waved them away. Late in the evening the entire gang, headed by its leader, filed in with sheepish glances while E. M., speaking for the group, made an apology.

Shortly thereafter, the gang was viewing exhibits of wood carving locked in a show-case. When no one was looking one of the gang, desiring a certain object, broke the lock and pocketed the article. Maglio, when he learned who was responsible, took E. M. aside and asked him to have the article returned. Within a day the wooden carving was again restored to its original place.

Today, two years after E. M. first came into Central Square Center, through the patient, helpful guidance of Mr. Maglio, he has been converted from an arrogant, swaggering, unconsiderate, uncouth bully to a self-respecting, responsible young citizen. From the time E. M. was in prison and Maglio visited and brought him cigarettes and words of encouragement, the gang's leader has had an uphill climb. At present he is working on a National Youth Administration project. His eyes have been opened to larger possibilities by one who, like E. M., once was submerged but now is spreading the gospel of social usefulness.

A. H. was an Irish boy, aged 10, dirty, ragged, unbalanced emotionally and aggressive when he first became associated with the Lincoln House.

When he first was initiated into club activities he became destructive, was often vociferous and banged things around in general. In short, he was a nuisance in need of disciplinary training.

Concerning general appearance, he seemed to have no pride. His clothes and features were seldom clean.

Mr. Kingman, the Headworker, soon after the appearance of A. H. made a home visit and found a pitiable condition. His investigation proved that the mother was a "drunken bum". At one time she had been convicted of operating a house of ill fame. The boy's step-father also was a drunkard.

Mr. Kingman, from the time the boy entered the House activities, offered him nothing more than an understanding of his problems. This relationship continued until A. H's 15th birthday when the leadership of Mr. Kingman began to take root. A. H., disgusted with the drunken behavior of his step-father, had become embroiled in a fight with him and had decided to leave home. Responding to the friendship Mr. Kingman had shown him he considered it only courteous to tell him of his plans. As a result, Mr. Kingman persuaded him to defer running away from his problem and return home.

On another occasion A. H. ran away and joined the Army. Not being of age, his mother was instrumental in securing his return. Shortly after, because of a fight with step-father he was placed in jail and Mr. Kingman was helpful in securing his release by paying his bail.

During all this family trouble he realized that Mr. Kingman was his friend and came often for advice on various matters. At one time, on a count of larceny and assault and battery, he was sentenced to Deer Island for a period of six months during which time Mr. Kingman visited him frequently, never blaming or accusing him but continually exhorting him to rectify his past behavior.

Now A. H. is 26 years of age and his behavior has changed but little toward society. His appearance is still low grade. He is unstable and undependable. But above all these derogatory factors he has developed a relationship toward Mr. Kingman, his family and members of the Lincoln House that is indeed encouraging. He has a strange lovableness about him in his relation to Mr. Kingman and family. Whenever the Lincoln House needs any extra help A. H. is called. Once in a drunken condition he came into the House and Mr. Kingman forcefully led him out. Later A. H. came and made an apology. Mr. Kingman, during the course of years, has loaned him money and A. H. has been meticulous in repaying the loans. Mr. Kingman on several occasions has allowed him to act as his chauffeur. A. H. has had such responsibilities as watching over the children of a Spanish family with whom he now makes his home.

Here we note an unusual relationship between a leader and a young man. Today A. H. is probably no more dependable than he was 10 years ago. He is still inconstant and probably will, in moments of resignation, slip back into old habits. His personal appearance has remained improved but little. An escapade tomorrow may send him back to Deer Island for another term; his future is uncertain and from the law of averages will probably always be. One thing is certain; through his relationship with Mr.

Kingman, who has always treated him in a man to man relationship, one catches glimpses of beauty in an almost submerged personality dwarfed by conditioned factors of a household black with filth and dismal with discord. A. H. may yet reconstruct from his battered life a new personality and, if such is the case, much credit must be extended to his friend, Mr. Kingman, who believes that true leadership is, after all, a giving of one's self in an attempt to really understand the person with whom he works.

V. T. represents a type of problem that few schools escape. For a number of reasons, which will unfold as case study unfolds, V. T. couldn't get along with his family, teachers or playmates. Many considered him merely abnormally dull while others thought him queer.

When Mr. Franzeim, Boys' Work Director, became interested in the boy, V. was then in an ungraded class. He was openly rebellious to suggestions. His teachers recognized something definitely lacking in the boy but were baffled and had already given up any hope of helping him.

When V. T. first came into the North Bennet Industrial School he was defiant and openly resented the interference of a stranger. In general appearance he was very uncouth; his hair was unruly; in physical aspects he was a lean, dark complexioned Italian youth with something of a lantern jaw, its protuberance seemed to defy any opposition.

V. T's home relationships seem to have conditioned his present attitude.

His older brothers and sisters had completed high school and, naturally, his parents expected as much from him. His father seems to have enjoyed calling him a dumbbell. On one occasion V's father told Mr. Franzeim rather apologetically and in a resigned manner that "he supposed every family always has at least one fool".

Several times the parents had attempted to take the boy from school but he was compelled by law to remain. In short, they also had given up hope that he could get anything further from the school.

V's associates as well thought that he was a little queer. In an interview Mr. Franzeim learned that V. didn't like boys and as the relationship deepened the curtains were lifted and the worker was to understand more of this abnormal situation.

During one of the first talks Mr. Franzeim had with V, he attempted to persuade him that his job was building boys into men. He explained that some bridges need repairing now and then to carry the heavy loads. Likening V's problems to a weak bridge, Mr. Franzeim, continued to show that somewhere V's attitudes had to be changed and made more secure.

Shortly after coming into the school, V. was put in the wood working department where, as Mr. Franzeim says, "he took to the work as a duck takes to water". As he became adept with the tools an something creative began to emerge from his hands his personality began to change. As the recognition of a latent talent began to unfold he turned to Mr. Franzeim and began to ask questions about himself. "Why", he asked on one occasion, "am I so dumb?" "Why don't I have any friends?" At this point Mr. Franzeim interjected the entering wedge and began the real framework of an

enduring relationship. Mr. Franzeim explained his relationship with his two sons. He showed how they always came to him with their troubles and he gave them friendly counsel. To V. he offered the same friendly counsel.

As the craft work progressed, the time came for him to be inculcated into other activities. He was assigned to a basket ball team and in a short time became proficient in that sport. His experiences in wood craft had definitely given him an entity. Now he began to assert himself. Before long his defensive, defiant attitude was replaced with the spirit of co-operation. His team was entered in the municipal league and with this distinction came a renewed feeling of confidence in himself.

Later he was removed from school because his parents wanted him to go to work. Mr. Franzeim, realizing that V. was not ready for the C.C.C's in which his parents wished him placed, had him placed on the institution payroll making modern furniture. Here his talent was again recognized and he soon became the head carpenter's right hand man. There is little need of relating the effect this recognition had on V. T. Today he still is making modern furniture and is gradually building a character that begs no apology.

F. M. was an Irish boy, aged sixteen, and self-reputed the toughest boy in his neighborhood when he first was noticed baiting all passing into the South End House as he stood outside the Center's door. It was not long before Mr. Turley took action. Frank was given two alternatives; either to come inside and join the activities or move along; he completely ignored

both.

F. had one outstanding virtue--a devotion toward an eleven year old sister who had been a member of the "House". Frank was accustomed always to see her safely home from the Center.

Finally, after being ordered away a second time, F. did come into the Center where Mr. Turley barely noticed him except on occasions to greet him, "Hi", and pass on.

On the Center's staff was a young lady of magnetic personality; Mr. Turley solicited her assistance in getting F's cooperation. On one instance she rather casually asked him to go to a nearby store for some candles. Returning, she asked him if he would care to help in placing them on shelves at various points in the rooms. After this job, the worker invited him to return and help again when he liked. This he did, and, finally, a good rapport was established. The worker, on one instance, asked him why he didn't give Mr. Turley a chance to help straighten him out saying that if Mr. Turley had the opportunity, he could help him much. Frank remained indifferent. Somehow in the beginning a prejudice had been brought about.

However, sometime later as Mr. Turley and the Girls' Worker were walking along a street they saw a young man, apparently drunk, in the act of smashing several show windows.

To their surprise, F. was the culprit. He had taken up drinking and because of the destruction was sentenced to the Concord Reformatory for a year and a half during which time he kept in active correspondence with the girls' worker and Mr. Turley.

When he was released, the Caddy Camp was just opening and Mr. Turley took him along to camp. There he had a difficulty in making an adjustment. In the first place, he had bad eyesight and unsightly teeth, both factors contributing toward his failure to make as much money as the other boys. One day he came to Mr. Turley and said if his teeth could be cared for he could do a better job.

Mr. Turley notified a dentist friend who volunteered to care for Frank's teeth. When Frank returned all teeth were missing and he was compelled to make another adjustment--the boys made sport of his missing teeth. Eventually, a place was secured and with it Frank gained confidence in himself which ultimately led to better returns on the golf course and a better relationship with the other boys.

From this time on he began to grow more happy and contented. It was not long before he became a general favorite. His bragadoccio disappeared and a happy state of mind followed him in his work and play. Not once did he offer to fight any of the other boys though he easily could have mastered the best.

When the camp activities came to a close, Frank returned and began looking for a job. All the while Mr. Turley encouraged him to keep resolutely in command of his better nature. When no work opportunities were presented Mr. Turley hired him as a doorkeeper in the Center where he fitted admirably well; probably because of his great devotion to younger children. It was his nature to pat them on the back or head when he had the opportunity.

This job didn't last long however. Again he took to drinking and, in a row, helped beat up two policemen for which he was sent to Concord. Mr.

Turley, believing that the boy had possibilities, was able to secure his release after serving a month.

Soon after his release he went on an oil tanker to South America. Mr. Turley from time to time received messages as to his whereabouts and for a period had no communication.

One day Mr. Turley received a telephone message from a police station. Frank once more had fallen into the hands of the law. This time he asked that Mr. Turley come and have him released or allow him to go to jail. Mr. Turley, realizing that Frank had become a slave to drink and that he was beyond a definite rehabilitation, notified the police that he wouldn't intervene and Frank was sent away to Deer Island.

Again we note a boy near the stage of permanent adjustment only to continue to slip back, a failure to society. Despite all use of excellent technique, hours of individual treatment, Frank today is a drifter, unstable, and unlikely ever to progress beyond a certain point. Liquor is his enemy. He is a slave to strong drink. If attention could have been given him earlier more could have been accomplished.

The workers of the Trinity Neighborhood House have known R. C. only a year. When he joined the house activities at the age of 13, he was physically rundown, a total failure in school, hysterical, possessed with a pleasing personality, attractive, and blessed with an intelligence quotient far above the average.

Concerning his home circumstances, the father is dead and the mother, a tall, nagging, imposing character, dominated the home. She neglected her family. It had been her custom to drink and carouse with men. Consequently, when the boy learned of this condition, he became emotionally upset and subsequently his school work began to show the impact of this troubled condition.

R. C's condition was brought to the attention of Mr. Rutherford, Headworker of the "House", by the boy's teachers. They suggested that he had no friends and that he was too much alone. Rutherford secured permission from the school authorities to tutor the boy an hour each day. He then began to establish a relationship on a friendship basis.

R. C. was placed in a radio class where he showed a measure of interest. In three months he raised his marks in English and at the end of the school year was passing in all subjects.

That summer he was sent to a camp where he adjusted well. Returning in the fall, he again entered school. At this time Rutherford assisted an older brother to get a consignment to a Civilian Conservation Camp. The mother, worrying that the home was being broken up, again started drinking, finally becoming violent. She was transferred to the Medfield State Hospital.

After this painful experience R. C. began to reflect the influence of the mother. He once more became erratic and began to fail in all subjects. Again his condition was called to the attention of Mr. Rutherford who continued the tutoring and friendship experiment. He made several visits to the home. For a time this worker was the only sane link that existed

between the boy and insanity. Before the mother became unbalanced the Family Welfare Society repeatedly advised having the boy removed from the home, but, Mr. Rutherford, knowing something of the personality and disposition of the mother dissuaded such an action.

Now, Rutherford is tutoring the boy an hour each day. Slowly, R. C., under this influence, has again begun to adjust. He feels his friend has a simple interest in him. His friend does not nag nor force a plan upon him. There is a rehabilitative process in action. If the bond of friendship holds, R. C. probably will adjust; if it severs, he likely will follow his mother to Medfield.

S. G., of Czeckoslovakian descent, was just 10 years of age when he was first seen in the South End House but no particular attention was then given him except to induct him in a number of activities at the House.

S. G. came from a very unstable home. His mother had died and his father was somewhat psychopathic. Early in S. G's life his father determined that he should become a great violinist, which idea the boy thoroughly hated and balked at all along the way. The father had his way and S. studied the violin under compulsion, an activity toward which he had no aptitude.

When S. came to the "House" he was accompanied by two older brothers both of whom later became mildly insane causing them to be institutionalized. Nevertheless, S. continued to be interested in soap-modeling, and aeroplane modeling and at these he became quite proficient.

As the years progressed and he began to formulate plans for the future he became interested in clerical work and later decided to become a private secretary. He attended a school of commerce where he learned the rudiments of secretarial duties.

Shortly thereafter, he attended a summer camp sponsored by the South End House where he came under direct supervision of the camp director, Mr. Turley. During the course of the summer, S. acted in the capacity of "right hand man" to Mr. Turley who allowed him to do most of the secretarial duties of the camp. This gave him an opportunity to do the things he liked best, the result of which added greatly to his self-esteem.

The following summer, S. again was in camp under Mr. Turley's leadership. At this time the Massachusetts Humane Society provided a swimming instructor to the staff. S. disliked swimming; he hated the water. In fact, he had never been in water in his life, hense, he refused to take part in the course.

Mr. Turley, noting the situation, instructed the swimming instructor to ask S. to aid him in some clerical duties to which S. responded willingly when confronted. At this job he proved helpful in keeping swimming records of boys, noting their progress on cards. On one occasion after the boys had finished a practice and the swimming instructor and S. G. had finished the required book work, the instructor prepared to take a dip and invited S. to accompany him. Much to the surprise of the instructor he did. Within a week S. began to make definite progress and before the summer was over he took part in a water carnival as a plunger. A new interest had been developed.

Returning to high school in the fall, he graduated the following year. He was then sent by Mr. Turley to the Y.M.C.A. where he was given an aptitude test that proved quiteconclusively to S. that he had little ability as a private secretary. Mr. Turley, fortunately, at that time helped him secure a job and today S. at 16 years of age is still employed and is doing his work efficiently.

Thus, we see a boy coming from an unstable home and of unstable parentage who had some seemingly unsurmountable handicaps to overcome. In this instance Mr. Turley, taking an active interest in him, was both a friend and counsellor. He gave him opportunities to show the best within him. He intelligently drew him from a career that probably eventually would have side tracked him. Mr. Turley, with keen insight, saw the futility of encouraging the boy with such an unstable character to continue a secretarial pursuit. Furthermore, he went to the father and persuaded him to discontinue to press S. in his musical training when it was obvious that this pressure was causing him to become more unstable than ever. The cleverness of allowing S. to assume definite secretarial responsibilities at the camp is commendable. And, finally, the arrangement to have him tested to determine for himself the futility of a secretarial career merits praise.

Thus, again we see a problem boy, left untutored, misunderstood, to blunder along under unstable conditions suddenly regimented by keen insight of trained leadership into channels of creativity and guided toward social usefulness and happiness.

None of the leaders of Jefferies Point Boys' Club seemed to care to assume the responsibility of J. C. They had heard numerous accounts of his misbehavior and the first day he made his appearance at the "Point" he demonstrated explicitly that he knew no authority save his own.

J. C. became a member of the Center with a proverbial chip on his shoulder. He was defiant and resentful of any authority. He had a violent temper that gave expression in sudden outbursts culminating in ruthlessly destroying the most convenient material that came to his hands. Perhaps one might say he also had a paranoic tendency. H. C. had a conditioned attitude that everyone was against him and that he was always being, in the language of the youth, "gypped". More than this,he was stubborn and always wanted his own way.

Mr. Welch, Headworker of the Boys' Club, saw some potentialities in this boy who had just reached his tenth birthday. He had on occasions visited the parents in the home and had recognized that the mother was a disturbing obstacle in the full character development of J. C. She was a nervous, high-strung woman with an aggressive, bold manner. Her word was authority in the home. The father was a meek individual who took but a passive interest in the household affairs.

J. C. was severely drawn to Mr. Welch's attention one day when he, in a burst of fury, hurled a number of checkers about the game room and, while making his exit, kicked the panes out of two windows.

For sometime he remained away from the Center. Then suddenly an emissary came to Mr. Welch from J. C. asking if he would be permitted to return. Mr. Welch asked J. C. to come in and talk over the matter. Finally, it

was agreed if J. C. would pay for the damage done he would be once more admitted. It was not long, however, before he made another display of temper during which he ran down into the basement where Mr. Welch caught him. Here J. C. raved and struggled, giving vent to all the fury he possessed. Mr. Welch, trying to calm the boy,threatened to tell the mother, to which J. C. responded by saying, "She wouldn't do anything to me and, besides, if she was here she'd eat you up".

Taking the boy to his office, Mr. Welch sent a messenger for the boy's parents. The father suggested that the boy be "thrown out" of the Center. But the mother, now thoroughly agitated, poured all the wrath she possessed on the workers. After quietly hearing her through to the end, Mr. Welch subtly began to point out certain errors in her conduct and discipline to which the mother made several concessions. He even caused her to admit before J. C. that he was somewhat of a nuisance. At this point the boy's spirit began to break. His mother, who had always championed him, had recognized in him certain weaknesses. No longer could he lean on her for the support he had enjoyed before. She, too, saw that he was no angel and before him his mother admitted that he had been a disturbing problem in the Center.

The relationship between workers and boy began to change noticeably from this point. It is true that he still had periodic outbutsts though of a milder nature. Mr. Welch began to give him more attention. He allowed him to work in his office doing bits of detailed work and keeps a watch on the equipment.

It is now two and a half years since J. C. first entered the Center. He

is rapidly becoming a good influence on the other boys. He resents any destructiveness. He has developed an appreciation of the club facilities. It is of interest to note here that J. C. is not a "stool-pigeon type". He will fight as quickly as his neighbor. The most significant element in his character development is a better sense of ethical values and proper conduct.

J. Q. was reared in the environment of the under-privileged group. For two years he was an invalid and had been confined to bed because of functional heart trouble.

When he first came to the attention of Dr. Hartl, Director of the Good Will Inn for Boys, he was suspicious and obviously on the defensive. His hair was shaggy, his teeth were rotted to snags and his entire presence uncouth. J. Q. had the habit of refusing to face reality. He rarely smiled for fear that his poor teeth would leave him open to ridicule.

Soon after his admission into the Good Will Inn he was sent to a summer camp, where the attendants and leaders, under instruction of Dr. Hartl, regarded him as a normal boy always being careful not to overload him with responsibilities. On the first job assigned, his pattern of pleading illness achieved results and he was taken from work.

The camp physician examined J. Q. and found no organic disturbance. The boy was gratified but failed to accept the diagnosis. The heart trouble served a purpose. Finally, the time came when he failed to carry his load

of responsibility and he received criticisms from those with whom he worked.

Here the problem of the leader was not to meet the situation with criticism but by clever management. J. Q. was placed on an individual wood cutting job and allowed to set his own pace. He completed the work in a week which could have been finished in a day.

All during this period, commendation by leader supplanted criticism. The fact that the boy was failing was cleverly kept from him. Under criticism the boy may have failed. After completion of the work, J. Q. stated that this was the first job he had ever completed.

J. Q. went through the summer occasionally disrupting his development by pleading illness. In each instance he was given the benefit of any doubt; he was placed in bed, given pills and cared for as any patient of an authentic heart disturbance. During one of these feigned illnesses he was given an electro-cardiogramn test which was negative. Realizing that he could use the heart no longer as an excuse to escape work, J. Q. developed a nausea. This, however, was of short duration when the physician located no organic disturbance.

From this time on, the treatment of J. Q. was considered a success from an illness viewpoint, however, concerning the work aversion, much still remained to be done. When he returned to school in the fall, he needed frequent help from the school psychiatrist but managed to get through the year.

The following summer he again went to camp and went through the entire summer complaining but twice of an illness. He became editor of the camp

paper. Returning to enter his Junior year, Dr. Hartl assisted in having the decayed snags removed which aided in giving the boy more self-respect. Soon, thereafter, he became quite fond of a girl his age which gave him an outside interest. Today he is an active member at the Good Will Inn, and, though he still retains much of a feeling of inferiority, his judgment is respected and he is considered the leader of the house activities.

Only expert leadership could possibly transform such a type from a chronic invalid, a defensive and negativistic individual to a positive personality, capable of directing those of his group. We can only surmise the results had Dr. Hartl been unaware of psychologic technique in handling such types.

PART V

INTERPRETATION AND CONCLUSION

INTERPRETATION

The preceding studies point emphatically to an unquestionable conclusion. Case work is just beginning to open up new spheres of possibilities in group work social agencies. At this date, because of the function of group work agencies, lack of trained leadership and inadequate financial subsidy, little emphasis has been placed on the case work approach to problem individuals. A need is gradually becoming recognized for a change in policy. Those who, hithertofore, had presented various problems that disturbed the morale of the agency were quietly ousted to make room for those who seemed more deserving. The attention given the dissocial boys, as reported in the case histories, indicates clearly that group work agencies are beginning to assume a new responsibility regarding problem boys. Home investigations are being made, the psychic motivations and drives are more keenly analyzed and staff conferences are gradually moulding the objectives of all workers to insure united efforts. Finally, responsibility is placed on the problem boy to help him reclaim some sense of usefulness.

The studies also presented a startling and appalling revelation. Of all group work social agencies studied one only attempted a rehabilitative process through the agency of the Church. Either the social agencies deliberately avoid religious relationships or their leaders have, as yet,

failed to appreciate the dynamics of a religion as a rehabilitative force.

Another apparent need is a more effective educational and recreational program for all youth. A program realistically adjusted to the needs and interests of the young people they are intended to serve. The North End Union, within recent weeks, has adjusted its program in a measure to meet this demand. It now operates and controls three recreational centers located in strategic store buildings in the North End where a program of small games is offered six days a week.

The chief criticism that can be made of all the group work agencies is that they have been slow to recognize the need for dealing with problem cases and they have been equally slow to develop techniques and the kind of activities that will bring results.

It is unapologetically recommended that staff members and club leaders should be given instructions on the problems of delinquency so they will understand the behavior of children and deal with them intelligently. By this it is not meant that club leaders should become case workers but that they should have general specialized information on various problems.

Assuming that scientifically school trained leadership is ineffective when considered merely from an objective viewpoint, what type of leadership in group work agencies is expedient.

There is one answer only. Leadership that is trained to recognize psychic misbehavior and can prescribe treatment for same; leadership that has infinite patience and understanding; a force that is capable of drawing from those with whom he works; a revitalized philosophy of life.

Finally, we have noted that the various leaders approaching the problem boy in their individual ways have achieved commendable results. Also, we have noted that the technique employed by one leader failed in a similar set of conditions, substantiating the premise that techniques of treatment cannot be catalogued and used promiscuously. However, in the main, w we may say that the approach of most leaders to the problems of the dissocial boy is quite uniform. In a few instances there is a divergence. To some leaders the proper placement of responsibility is the keynote of success. To others friendliness is the all important factor. Any further enumeration of techniques seems hardly necessary; the most significant thing is the individualization of the problem. The influence of leaders, then, is an unmeasurable quality dependent upon the psychic conditioning of the problem boy, his total personality, the environment in which he lives and plays, the insight of the leader, his understanding nature and abundant patience.

CONCLUSION

In conclusion it seems all apparent that the group work ideal cannot be achieved until case work is supplemented. Certain group work processes are at work in social organizations. To counteract these cycles, a clear cut understanding must be had of all motivations. Who, then, shall administer the case work approach? The present studies, though non-conclusive, have placed a strong emphasis upon a trained leadership of understanding quality. We must realize that in the treatment of problem children, it is not a question of whether authority should be used but rather that some must be met with authority, some with gentleness, and a third group in another manner; the important thing is the individualization of

the problem. Aichorn says, "the average individual obeys the dictates of an inner voice and guides his behavior accordingly--he has accepted the code of his society and is not at war with it. The delinquent has a less effective conscience and does not react to laws with the same respect. He fears and distrusts other people".[1]

Treatment of the individual is a point at which art and science meet. The individual is so complex in his heredity, psychic experiences and behavior that for generations to come, the understanding of the motivations and behavior of a personality and treatment of that personality based on the art of understanding will depend more upon the experiences of the therapist than upon his scientific training.

Superficially, the above statement may seem to contradict the tenor of this paper; however, more finely analyzed, it reaffirms a conviction that mere scientific training and understanding of behavior problems is inadequate in the process of rehabilitation of problem boys. Science must, of necessity,be combined with a deep, personal interest and a warmth of understanding that is inherent in the leaders, otherwise little progress can be achieved. That elusive quality we term the personality of leaders, as noted in the group work agencies studied, also plays a dominant part in the therapeutic process. Who shall say that trained leadership as products of schools is the answer for the redirection and socialization of problem boys? We have found that the emotional background of a child plays a dominant part. Theoretical science, then, as acquired in schools can, of course, aid in diagnozing problem cases in an objective manner; however, if the analyist is not imbued with qualities that bring forward an affin-

1 Aichorn: Wayward Youth, p. 168

ity between him and his charge, the therapeutic process will indeed be limited.

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